Exhibit A – Somerset Academy Schools in Broward County, Florida

Somerset Academy	5141
Somerset Academy Middle School	5151
Somerset Academy High School	5221
Somerset Arts Conservatory	5396
Somerset Academy (Miramar Campus)	5405
Somerset Academy Middle School (Miramar Campus)	5406
Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054
Somerset Academy (Davie)	5211
Somerset Academy East Preparatory	5391
Somerset Academy Hollywood (fka Pompano North)	5387
Somerset Academy Village	5004
Somerset Academy Village Charter Middle School	5002
Somerset Preparatory Academy Charter School at North Lauderdale	5003
Somerset Preparatory Academy Charter High School at North Lauderdale	5006
Somerset Academy Neighborhood School	5021
Somerset Preparatory Academy Charter Middle School	5441
Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419
Somerset Academy Charter High School (Miramar Campus)	5007
Somerset Pines Academy	5030
Somerset Academy Pompano	5388
Somerset Academy Key Charter Middle School	5413
Somerset Academy Key Charter High School.	5224

Somerset Academy Broward Schools



S.A.D.E.S.



Somerset Academy Broward
Developmental Evaluation
System

Effective: September, 2016

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1. Performance of Students

Student Performance Measures

For the Student Performance measure for teachers, the charts below display the assessments to be used in 2016-17. For the assessments covered by the State's VAM Models, VAM scores will be used for the Student Performance measure for the appropriate teachers. For the assessments not covered by the State's VAM Models (displayed in the chart below), local growth models will be developed to classify teachers as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available and agreed upon. If less than the three most recent years of data are available and agreed upon, those years for which data are available will be used. Newly hired classroom teachers will utilize the same methodologies described above for the final evaluation. For the newly hired teachers' first evaluation, Somerset Broward will allow the site-based administrator to determine the appropriate Student Performance measure weighted at 35%, as state-issued student performance data is not available at the time of the first evaluation.

(The aforementioned Student Performance Measure for teachers was approved by the Somerset Governing Board for use in the 2016-17 school year, and will be approved annually in compliance with state statute for all instructional personnel).

Elementary School		
Teacher Type	Assessment	Methodology
4th-5th Grade FSA Reading/Math Teachers	FSA	State VAM
4th-5th Grade Non-FSA Teachers	FSA	Local Growth Model
5th Grade FCAT Science Teachers	FCAT Science	Local Growth Model
3rd Grade Teachers	FSA	Local Growth Model
2nd Grade Teachers	Running Records and/or local end- of-year Primary Reading Test (PRT)	Local Growth Model
1st Grade Teachers	Running Records and/or local end- of-year Primary Reading Test (PRT)	Local Growth Model
Kindergarten Teachers	Early Literacy Skills Checklist	Local Growth Model
Pre-K Teachers	Teaching Strategies Gold	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

	Middle School	
Teacher Type	Assessment	Methodology
6th-8th Grade FSA Reading/Math Teachers	FSA	State VAM
6th-8th Grade Non-FSA Teachers	FSA	Local Growth Model
8th Grade Algebra I Teachers	Algebra I EOC	State VAM
8th Grade FCAT-Science Teachers	FCAT Science	Local Growth Model
7th Grade Algebra I Teachers	Algebra I EOC	Local Growth Model
Civics Teachers	Civics EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

High School		
Teacher Type	Assessment	Methodology
9th-10th Grade FSA Reading Teachers	FSA	State VAM
9th-10th Grade Non-FSA Teachers	FSA	Local Growth Model
9th Grade Algebra I Teachers	Algebra I EOC	State VAM
Algebra 2 Teachers	Algebra 2 EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
U.S. History Teachers	US History EOC	Local Growth Model
Advanced Placement Teachers	AP Test	Local Growth Model
IB Teachers	IB test	Local Growth Model
AICE Teachers	AICE test	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Remaining Classroom Teachers	SAT, ACT, or Local Assessment	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

The Student Performance Rating will then be determined utilizing the appropriate methodology. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective - 4 points
Effective - 3 points
Needs Improvement - 2 points
Unsatisfactory - 1 point

This Student Performance Rating (worth 50%) will then be combined with the Instructional Practice (49%) and Deliberate Practice Rating (1%) to determine a teacher's Overall Evaluation Rating. The Somerset Academy Inc. Governing Board, at its discretion, may change the percentages assigned to each areas rating in compliance with state statute, upon board action.

2. Instructional Practice

The Somerset Academy Developmental Evaluation System (SADES) for Somerset Academy schools located in Broward County will foster high quality instruction and increase student achievement. This will be monitored through the use of Instructional Practice and Student Performance Scores.

EVALUATION RATINGS

Determining Employee SADES Ratings

A multiple step process in the specific order listed below determines employee ratings. The Instructional Practice Rating is comprised of this score.

The Instructional Practice Score addresses overall proficiency as it relates to the SADES instrument. It reflects the continued use of key strategies implemented by the employee. The Instructional practice score will count for 64% of the teachers' overall evaluation. The Somerset Academy Inc. Governing Board, at its discretion, may change the Instructional Practice Score percentage assigned in compliance with state statute, upon board action annually.

Rating Key Strategies

Each observed key strategy is individually rated as a part of the conference/observation/summative evaluation process. In accordance with Florida Statute, the key strategies are rated as:

Highly Effective - Collected evidence supports this rating when the employee exceeds the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at four (4) points and noted within SADES as Innovating.

Effective – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at three (3) points and noted as Applying or (2.5) points, noted as Developing.

Needs Improvement – Collected evidence supports this rating when the employee partially implements strategies in the observed area on an inconsistent basis. This rating is valued at two (2) points, noted as Beginning.

Unsatisfactory – Collected evidence supports this rating when the employee regularly fails to implement the strategy or regularly uses it incorrectly in the observed area. This rating is valued at one (1) point, noted as Not Using.

Classroom teachers and other instructional personnel evaluation ratings are based upon the following:

Employee instructional practices as observed and evaluated in the assigned work environment and based on the Florida Educator Accomplished Practices. These include evaluation criteria included in SADES conferences, observation and summative evaluation instruments. The final Instructional Practice Rating is determined in the manner described below in compliance with Florida Statutes. Observed instructional practices are based on the Robert Marzano model and are divided into four domains. Each domain is further divided into key strategies on the summative evaluation form. Below are the domains with the number of key strategies in parentheses:

- 1. Classroom Strategies and Behaviors (41)
- 2. Planning and Preparation (8)
- 3. Reflecting on Teaching (5)
- 4. Collegiality and Professionalism (6)

Determining Instructional Practice Score for Classroom and Non-Classroom Teachers:

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

- **Step 1:** The evaluator rates each of the observed Elements within SADES. There are four domains and a total of sixty elements. The ratings for each element are valued as follows: Innovating -4, Applying -3, Developing 2.5, Beginning -2, and Not Using -1.
- **Step 2**: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four domains.
- **Step 3**: For each domain, the percentage of the total amount of datamarks is determined. The Domains weights are as follows:

Domain 1: 68 percent Domains 2-4: 32 percent

Step 4: Domain 1 will be observed and will receive one rating and Domains 2-4 together will be scored and receive one rating. After weights from Step 3 are applied, the Instructional Practice is scored per the scale below.

Status Score	Rating Scale:
Highly Effective	3.450 - 4.000
Effective	2.500 - 3.449
Needs Improvement	2.000 - 2.499
Unsatisfactory	1.000 - 1.999

All classroom observations and data discussions must be conducted at the end of the evaluation period for all teachers. In an end-of-year interim evaluation conference, the Principal/Designee will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed in detail with the instructional staff member and a full explanation of the rating will be given.

SOMERSET BROWARD EVALUATION FRAMEWORK

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

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The four domains include 60 elements (key strategies): 41 in Domain 1, 8 in Domain 2, 5 in Domain 3, and 6 in Domain 4. The specifics of each domain are outlined below.

In addition to being drawn from previous research, the specific strategies in the model have been validated in experimental/control studies and correlational studies as well as in the context of specific technologies (http://www.marzanoresearch.com/documents/ResearchBaseforMarzano Model08-24-11.pdf) A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coaches. Finally, the model is designed to help teachers systematically improve on

weakness in their instructional practices over an extended period of time.

Domain 1: Classroom Strategies and Behaviors

Domain 1 focuses on classroom strategies and behaviors that impact student achievement. Given that forty-one of the sixty elements in the model are from Domain 1, the model clearly emphasizes what occurs in the classroom, which differentiates it from some other teacher evaluation models. The forty-one elements in Domain 1 are divided into three segments:

(1) segments involving routine events, (2) segments addressing content, and (3) segments enacted on the spot.

Domain 1: Segments Involving Routine Events

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

Element 1: Providing rigorous learning goals and performance scales (rubrics)

Element 2: Tracking student progress

Element 3: Celebrating success

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

Element 4: Establishing and maintaining classroom rules and procedures

Element 5: Organizing the physical layout of the classroom

Domain 1: Segments Addressing Content

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

Element 6: Identifying critical content

Element 7: Organizing students to interact with new content

Element 8: Previewing new content

Element 9: Chunking content into "digestible bites"

Element 10: Helping students process new content

Element 11: Helping students elaborate on new content

Element 12: Helping students record and represent knowledge

Element 13: Helping students reflect on their learning

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

Element 14: Reviewing content

Element 15: Organizing students to practice and deepen knowledge

Element 16: Using homework

Element 17: Helping students examine similarities and differences

Element 18: Helping students examine errors in reasoning

Element 19: Helping students practice skills, strategies, and processes

Element 20: Helping students revise knowledge

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

Element 21: Organizing students for cognitively complex tasks

Element 22: Engaging students in cognitively complex tasks involving hypothesis generation and testing

Element 23: Providing resources and guidance for cognitively complex tasks

Domain 1: Segments Enacted on the Spot

Design Question: What will I do to engage students?

Element 24: Noticing when students are not engaged

Element 25: Using academic games

Element 26: Managing response rates

Element 27: Using physical movement

Element 28: Maintaining a lively pace

Element 29: Demonstrating intensity and enthusiasm

Element 30: Using friendly controversy

Element 31: Providing opportunities for students to talk about themselves

Element 32: Presenting unusual or intriguing information

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

Element 33: Demonstrating "withitness"

Element 34: Applying consequences for lack of adherence to rules and procedures

Element 35: Acknowledging adherence to rules and procedures

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

Element 36: Understanding students' interests and backgrounds

Element 37: Using verbal and nonverbal behaviors that indicate affection for students

Element 38: Displaying objectivity and control

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

Element 39: Demonstrating value and respect for low-expectancy students

Element 40: Asking questions of low-expectancy students

Element 41: Probing incorrect answers with low-expectancy students

Domain 2: Planning and Preparing

Domain 2 focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. Careful planning and preparation gives a teacher enough time to incorporate effective classroom strategies and behaviors. The eight elements in Domain 2 are divided into three categories: (1) planning and preparing for lessons and units, (2) planning and preparing for use of materials and technology, and (3) planning and preparing for special needs of students.

Domain 2: Planning and Preparing for Lessons and Units

Element 1: Planning and preparing for effective scaffolding of information within lessons

Element 2: Planning and preparing for lessons within a unit that progress toward a deep understanding and transfer of content

Element 3: Planning and preparing for appropriate attention to established content standards

Domain 2: Planning and Preparing for Use of Materials and Technology

Element 4: Planning and preparing for the use of available materials for upcoming units and lessons

Element 5: Planning and preparing for the use of available technologies such as interactive whiteboards, response systems, and computers

Domain 2: Planning and Preparing for Special Needs of Students

Element 6: Planning and preparing for the needs of English language learners

Element 7: Planning and preparing for the needs of special education students

Element 8: Planning and preparing for the needs of students who come from home

environments that offer little support for schooling

Domain 3: Reflecting on Teaching

Domain 3 focuses on teacher self-reflection, a vital metacognitive step in teacher development. The five elements in Domain 3 are divided into two categories: (1) evaluating personal performance and (2) developing and implementing a professional growth plan.

Domain 3: Evaluating Personal Performance

Element 1: Identifying specific areas of pedagogical strength and weakness within Domain 1

Element 2: Evaluating the effectiveness of individual lessons and units

Element 3: Evaluating the effectiveness of specific pedagogical strategies and behaviors

across different categories of students

Domain 3: Developing and Implementing a Professional Growth and Development Plan

Element 4: Developing a written growth and development plan

Element 5: Monitoring progress relative to the professional growth and development plan

Domain 4: Collegiality and Professionalism

Domain 4 focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish. The six elements in Domain 4 are divided into three categories: (1) promoting a positive environment, (2) promoting exchange of ideas and strategies, and (3) promoting school development.

Domain 4: Promoting a Positive Environment

Element 1: Promoting positive interactions about colleagues

Element 2: Promoting positive interactions about students and parents

Domain 4: Promoting Exchange of Ideas and Strategies

Element 3: Seeking mentorship for areas of need or interest

Element 4: Mentoring other teachers and sharing ideas and strategies

Domain 4: Promoting School Development

Element 5: Adhering to school rules and procedures Element 6:

Participating in school initiatives

As indicated above, Domain 1 contains forty-one elements, Domain 2 contains eight elements, Domain 3 contains five elements, and Domain 4 contains six elements. Teacher status and growth can be assessed in each component of the model in a manner that is consistent with state guidelines.

The following optional chart is provided to display the crosswalk of Somerset Broward's evaluation framework to the Educator Accomplished Practices.

	Alignment to the Florida Educator Accomplished Practices (FEAPs)
Practice	Evaluation Indicators
	1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:
a. Aligns instruction with state-adopted standards at the	2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards
appropriate level of rigor;	2.2Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
b. Sequences lessons	2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
and concepts to ensure coherence and required prior knowledge;	2.1.3 Planning and preparing for appropriate attention to established content standards Routine Events RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
	2.2 Planning and Preparing for Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
c. Designs instruction for students to achieve mastery;	Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
	Content C 2 Organizing to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
d. Selects appropriate formative assessments to monitor learning;	RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from environments that offer little support for schooling
	Content C 11 Homework
e. Uses diagnostic	Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students
student data to plan lessons; and,	3.1 Evaluating Personal Performance 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)
	3.2 Developing a Growth Plan 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan
	4.1 Promoting a Positive Environment 4.1 Promoting positive interaction with colleagues

	4.1.2 Promoting positive interactions with students and parents
	4.2 Promoting Exchange of Ideas and Strategies
	4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
	4.2.2 Wentoring other teachers and sharing ideas and strategies
	4.3 Promoting School Development
	4.3.1 Adhering to school rules and procedures 4.3.2 Participating in school initiatives
	2.2 Planning and Preparing for the Use of Materials and Technology
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)
	2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
f. Develops learning experiences that	2.3Planning and Preparing for Special Needs Students
require students to	2.3.1 Planning and preparing for the needs of English language learners
demonstrate a variety of applicable skills	2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
and competencies.	2.3.3 Framming and preparing for the needs of students who come from nome environments that offer inthe support for schooling
	Content
	C 2 Organizing students to interact with new content C 10 Organizing students to practice and deepen knowledge
	C 16 Organizing students for cognitively complex tasks
	2. The Learning Environment
To maintain a stud	ent-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
	2.1 Planning and Preparing for Lessons and Units
	2.1.1 Planning and preparing for effective scaffolding within lessons
	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards
	2.3 Planning and Preparing or Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners
a. Organizes, allocates, and	2.3.2 Planning and preparing for the needs of special education students
manages the	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
resources of time,	Routine Events
space, and attention;	RE 4 Established classroom rules and procedures
	RE 5 Organizing the physical layout of the classroom
	Enacted on the Spot
	EOS 13 Understanding students' interest and backgrounds EOS 10 Demonstrating "withitness"
	EOS 15 Displaying objectivity and control
	Routine Events DE 4 Establishing alassus and presentations
1.34	RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom
b. Manages individual and class	
behaviors through a	Enacted on the Spot EOS 1 Noticing when students are not engaged
well-planned management system;	EOS 10 Demonstrating "withitness"
management system,	EOS 11 Applying consequences for the lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures
	EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge
	Routine Events
	RE 2 Tracking student progress RE 3 Celebrating success
c. Conveys high	Content C1 Identifying critical content
expectations to all	Cr technisms officer content
students;	Enacted on the Spot
	EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students
	EOS 17 Asking questions of low expectancy students
	EOS 18 Probing incorrect answers with low expectancy students
d. Respects students'	Routine Events
cultural linguistic and	RE 2 Tracking student progress RE 3 Celebrating success
family background;	NE 3 Colonium gaucess

	Content C 1 Identifying critical content
	Enacted on the Spot
	EOS 6 Demonstrating intensity and enthusiasm
	EOS 14 Using verbal and nonverbal behaviors that indicate affection for students
	EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students
	EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
	2.1 Planning and Preparing for Lessons and Units
	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
	Routine Events
	RE 1 Providing rigorous learning goals and performance scales
e. Models clear,	RE 2 Tracking student progress
acceptable oral and	RE 4 Establishing classroom rules and procedures
written	<u>Content</u>
communication	C 1 Identifying critical content
skills;	C 3 Previewing new content C 4 Chunking content into "digestible bites"
	C 4 Chunking Content into digestion offices
	Enacted on the Spot
	EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures
	EOS 12 Acknowledging adherence to rules and procedures
	Routine Events
	RE 1 Providing rigorous learning goals and performance scales
	RE 2 Tracking student progress RE 3 Celebrating success
f. Maintains a climate	Content
of openness, inquiry,	C 1 Identifying critical content
fairness and support;	Enacted on the Spot
	EOS 6 Demonstrating intensity and enthusiasm
	EOS 14 Using verbal and nonverbal behavior that indicate affection for students
	EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students
	OS 18 Probing incorrect answers with low expectancy students
g. Integrates current	2.2Planning and Preparing for the Use of Materials and Technology
information and communication	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives,
technologies;	video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
teemiologies,	2.1. Planning and Preparing for Lessons and Units
	2.1.1 Planning and preparing for effective scaffolding within lessons
	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards
	2.1.5 I failining and preparing for appropriate attention to established content standards
	Routine Events
	RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress
	RE 3 Celebrating student progress
	RE 4 Establishing classroom rules and procedures
h. Adapts the	RE 5 Organizing the physical layout of the classroom
learning environment	4.2. Promoting Exchange of Ideas and Strategies
to accommodate the	4.2.2 Mentoring other teachers and sharing ideas and strategies
differing needs and diversity of students;	
and	Content
	C 1 Identifying critical content
	C 2 Organizing students to interact with new content
	C 10 Organizing students to practice and deep new knowledge C 16 Organizing students for cognitively complex tasks
	2.3 Planning and Preparing for Special Needs Students
	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students
	2.3.2 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
	Enacted on the Spot

	EOS 1 Noticing when students are not engaged
	EOS 5 Maintaining a lively pace
	EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness"
	EOS 11 Applying consequences for lack of adherence to rules and procedures
	EOS 12 Acknowledging adherence to rules and procedures
	EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students
	EOS 15 Displaying objectivity and control
	EOS 16 Demonstrating value and respect for low expectancy students
	EOS 17 Asking questions of low expectancy students
	EOS 18 Probing incorrect answers with low expectancy students
	3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
	2.1 Planning and Preparing for Lessons and Units
	2.1.1 Planning and preparing for effective scaffolding within lesson
	2.1.2 Planning and preparing for lessons within units that progress towards a deep understanding and transfer of content
	2.2 Planning and Preparing for the Use of Materials and Technology
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives,
	video tapes)
	2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
	2.3 Planning and Preparing for Special Needs Students
	2.3.1 Planning and preparing for the needs of English language learners
a. Deliver engaging	2.3.2 Planning and preparing for the needs of special education students
and challenging	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
lessons;	Routine Events
	RE 1 Providing rigorous learning goals and performance scales
	RE 2 Tracking student progress
b. Deepen and enrich	RE 3 Celebrating success
students' understanding	RE 4 Establishing classroom rules and procedures
through content area	Content
literacy strategies,	C 1 Identifying critical content
verbalization of	C 3 Previewing new content
thought, and application of the	C 4 Chunking content into "digestible bites" C 5 Processing new content
subject matter;	C 7 Recording and representing knowledge
	C 9 Reviewing content
	C 10 Organizing students to practice and deepen knowledge
	C 12 Examining similarities and differences
c. Identify gaps in	C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes
students' subject	C 15 Revising knowledge
matter knowledge;	C 16 Organizing students for cognitively complex tasks
	C 17 Engaging students in cognitive complex tasks involving hypothesis generation and testing
	C 18 Providing resources and guidance for cognitively complex task
	Enacted on the Spot
d. Modify instruction	EOS 1 Noticing when students are not engaged
to respond to preconceptions or	EOS 2 Using academic games
misconceptions;	EOS 3 Managing response rates EOS 4 Using physical movement
	EOS 5 Maintaining a lively pace
	EOS 7 Using friendly controversy
	EOS 8 Provide opportunities for students to talk about themselves
	EOS 9 Presenting unusual and intriguing information EOS 10 Demonstrating "withitness"
	EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures
	EOS 13 Understanding students' interests and background
	EOS 15 Displaying objectivity and control
	EOS 16 Demonstrating value and respect for low expectancy students
	EOS 17 Asking questions of low expectancy students FOS 18 Probing incorrect answers with low expectancy students
e. Relate and	2.1Planning and Preparing for Lessons and Units
integrate the subject	2.1.1 Planning and preparing for effective scaffolding within lessons
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an assessment of 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content		

needs and recognition	
of individual	2.2 Planning and Preparing for the Use of Materials and Technology
differences in	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives,
students;	video tapes)
	2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one
	computer
	2.3 Planning and Preparing for Special Needs Students
	2.3.1 Planning and preparing for the needs of English language learners
	2.3.2 Planning and preparing for the needs of special education students
	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
	Enacted on the Spot
	EOS 13 Understanding students' interests and backgrounds
	2.1 Planning and Preparing for Lessons and Units 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
	2.1.2 Framming and preparing for lessons within times that progress toward a deep understanding and transfer of content
	Routine Events
. ~	RE 1 Providing rigorous learning goals and performance scales
i. Support, encourage,	RE 2 Tracking student progress
and provide immediate and	RE 3 Establishing classroom rules and procedures
specific feedback to	
students to promote	Content
student achievement;	C 1 Identifying critical content
,	C 3 Previewing new content
	C 4 Chunking content into "digestible bites"
	Enacted on the Spot
	EOS 10 Demonstrating "withitness"
	EOS 11 Applying consequences for lack of adherence to rules and procedures
	2.3 Planning and Preparing for Special Needs Students
	2.3.1 Planning and preparing for the needs of English language learners
	2.3.2 Planning and preparing for the needs of special education students
j. Utilize student	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for school
feedback to monitor	
instructional needs and to adjust	Enacted on the Spot
instruction.	EOS 1 Noticing when students are not engaged EOS 3 Managing response rates
	EOS 5 Maintaining a lively pace
	EOS 8 Provide opportunities for students to talk about themselves
	EOS 13 Understanding students' interests and background
	4. Assessment
	The effective educator consistently:
	2.1 Planning and Preparing for Lessons and Units
	2.1.1 Planning and preparing for effective scaffolding within lessons
	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
	2.2 Planning and Preparing for the Use of Materials and Technology
	2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
	2.2.2.1 familing for the use of available technology such as interactive winte boards, voting technologies and one-to-one computer
a Amalyzas and	2.3Planning and Preparing for Special Needs Students
a. Analyzes and applies data from	2.3.1 Planning and preparing for needs of English language learners
multiple assessments	2.3.2 Planning and preparing for the needs of special education students
and measures to	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
diagnose students'	
learning needs,	Routine Events
informs instruction	RE 1 Providing rigorous learning goals and performance scales
based on those needs,	RE 2 Tracking student progress
and drives the	RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures
learning process;	10.2 7 Londonoming classicom ruics and procedures
	Content
	C 2 Organizing students to interact with new content
	C 3 Managing response rates
	C 5 Processing new content
	C 6 Elaborating on new content
	C 7 Recording and representing knowledge
	C 8 Reflecting on learning

i					
	C 10 Organizing students to practice and deepen knowledge				
	C 12 Examining similarities and differences C 13 Examining errors in reasoning				
	C 14 Practicing skills, strategies, and processes				
	C 15 Revising knowledge				
	C 16 Organizing students for cognitively complex tasks				
	C 17 Engaging students in cognitively complex tasks involving hypothesis testing				
	C 18 Providing resources and guidance for cognitively complex tasks				
	Enacted on the Spot				
	EOS 1 Noticing when students are not engaged				
	EOS 2 Using academic games				
	EOS 3 Managing response rates EOS 4 Using physical movement				
	EOS 5 Maintaining a lively pace				
	EOS 7 Using friendly controversy				
	EOS 8 Provide opportunities for students to talk about themselves				
	EOS 9 Presenting unusual or intriguing information				
	EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds				
	EOS 15 Displaying objectivity and control				
	EOS 16 Demonstrating value and respect for low expectancy students				
	EOS 17 Asking questions of low expectancy students				
	EOS 18 Probing incorrect answers with low expectancy students 2.1 Planning and Preparing for Lessons and Units				
1.5	2.1.1 Planning and preparing for effective scaffolding within lessons				
b. Designs and aligns formative and	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content				
summative	2.1.3 Planning and preparing for appropriate attention to established content standards				
assessments that	Routine Events				
match learning	RE 1 Providing rigorous learning goals and performance scales				
objectives and lead to	RE 2 Tracking student progress				
mastery;	RE 3 Celebrating Success				
- IIi-t£	D4				
c. Use a variety of assessment tools to	Routine Events RE 1 Providing rigorous learning goals and performance scales				
monitor student	RE 2 Tracking student progress				
progress,	RE 3 Celebrating Success				
achievement and learning gains;					
icarining gains,	2.3 Planning and Preparing for Special Needs Students				
d. Modifies	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling				
assessments and					
testing conditions to	Enacted on the Spot EOS 1 Noticing when students are not engaged				
accommodate	EOS 3 Managing response rates				
learning styles and	EOS 5 Maintaining a lively pace				
varying levels of knowledge;	EOS 8 Provide opportunities for students to talk about themselves				
inio ineage,	EOS 13 Understanding students' interests and backgrounds				
e. Shares the	Routine Events				
importance and	RE 1 Providing rigorous learning goals and performance scales				
outcomes of student	RE 2 Tracking student progress				
assessment data with the student and the	RE 3 Celebrating Success				
student's	Enacted on the Spot				
parent/caregiver(s);	EOS 3 Managing response rates				
and,					
f. Applies technology to organize and	2.2Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes)				
integrate assessment	2.2.1 Framming and preparing for the use of available technology such as interactive white boards, voting technologies and one-to-one computer				
information.	, <u>,</u>				
5. Continuous Professional Improvement The effective educator consistently:					
	2.3 Planning and Preparing for Special Needs Students				
a. Designs purposeful	2.3.1 Planning and preparing for needs of English language learners				
professional goals to	2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling				
strengthen the	2.5.5. 2				
effectiveness of	Routine Events				
	RE 2 Tracking student progress				

instruction based on RE 3 Celebrating Success students' needs: **Content** C 11 Homework b. Examines and uses data-informed **Enacted on the Spot** research to improve EOS 16 Demonstrating value and respect for low expectancy students instruction and EOS 17 Asking questions of low expectancy students studentachievement: 3.1 Evaluating Personal Performance 3.1.1 Identifying specific areas of pedagogical strength and weakness c. Uses a variety of 3.1.2 Evaluating the effectiveness of individual lessons and units data, independently, 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., and in collaboration different socio-economic groups, different ethnic groups) with colleagues, to evaluate learning 3.2Developing a Professional Growth Plan outcomes, adjust 3.2.1 Developing a written growth plan planning and 3.2.2 Monitoring progress relative to the professional growth plan continuously improve the effectiveness of 4.1 Promoting a Positive Environment the lessons: 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents d. Collaborates with 4.2Promoting Exchange of Ideas and Strategies the home, school and 4.2.1 Seeking mentorship for areas of need and interest larger communities 4.2.2 Mentoring other teachers and sharing ideas and strategies to foster communication and 4.3 Promoting School Development to support student 4.3.1 Adhering to school rules and procedures learning and 4.3.2 Participating in school initiative continuous improvement; e. Engages in targeted professional growth opportunities and reflective practices; and. f. Implements knowledge and skills learned in professional development in the teaching and learning process

6. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Enacted on the Spot

EOS 16 Demonstrating value and respect for low expectancy students

EOS 17 Asking questions of low expectancy students

4.1 Promoting a Positive Environment

- 4.1.1 Promoting positive interactions with colleagues
- $4.1.2\ Promoting\ positive\ interactions\ with\ students\ and\ parents$

4.3Promoting School Development

- 4.3.1 Adhering to school rules and procedures
- 4.3.2 Participating in school initiative

SADES PROCEDURES FOR CLASSROOM AND NON-CLASSROOM TEACHERS

Required Evaluations

Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed staff.

Data Collection

The following techniques are used to gather data on employee performance. Evaluators use multiple techniques to understand actual performance and develop performance ratings.

Observations: A variety of classroom observation techniques based on Dr. Robert Marzano's system are incorporated into the instrument. Although the principal, designee, or other trained evaluator typically initiates observations, the employee may request additional observations.

Informal classroom observations: Informal observations are made periodically by the principal, designee, or other trained evaluator. Such observations may be announced or unannounced and are 15-25 minutes in duration.

Formal classroom observations: Formal observations are primarily initiated by the principal, designee, or other trained evaluator. Employees may, however, request a formal observation and all such requests will be honored. These are not less than 30 minutes in duration. Formal observations may be announced or unannounced.

Walkthrough Observations: Walkthrough observations may be announced or unannounced. Such observations may occur inside or outside the classroom and are 3-10 minutes in duration. The purpose of such observations is to allow trained evaluators to gather information regarding instructional practices and behaviors on a regular basis.

Meetings: A variety of meetings, based on Dr. Robert Marzano's system, are incorporated into the instrument.

Pre-Conference: One pre-conference must be offered to every classroom teacher, prior to one formal observation. For probationary/first year teachers/new to Somerset Academy schools in Broward County, it is a face-to-face pre-conference. For experienced teachers, the teacher may complete Pre-Conference Form A or B, or may request a face-to-face pre-conference.

Post-Conference: A post-conference is required after every formal observation within ten workdays.

Meetings: For non-classroom teachers, that are not able to be observed in a teaching capacity, administrators may hold meetings in order to rate the employee on his/her practices.

Meeting Reviews for Non-Classroom Probationary Teachers

Probationary teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment (BSA), DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Either a site-based administrator or designee will conduct

data reviews. Probationary teachers will receive feedback on their performance during each meeting review.

Meeting Reviews for Non-Classroom Teachers

Non-Classroom teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback during each meeting review.

2014 Marzano Teacher Evaluation Model Learning Map





Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

- Providing Rigorous Learning Goals and Performance Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

DQ6: Establishing Rules and Procedures

- 4. Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Content
- Organizing Students to Interact with New Content
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Helping Students Process New Content
- 11. Helping Students Elaborate on New Content
- 12. Helping Students Record and Represent Knowledge
- 13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- 19. Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Students' Interests and Backgrounds
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students

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Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for **Lessons and Units**

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established **Content Standards**

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

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

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

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

49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a **Professional Growth Plan**

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and **Development Plan**

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

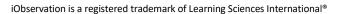
Promoting Exchange of **Ideas and Strategies**

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and **Sharing Ideas and Strategies**

Promoting School Development

- 59. Adhering to School Rule and Procedures
- 60. Participating in School Initiatives

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Marzano Protocol: Lesson Segment Involving Routine Events

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

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Example Teacher Evidence

- □□ Teacher has a learning goal and/or target posted for student reference
- □□ The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- □□ Teacher makes reference to the learning goal or target throughout the lesson
- □□ Teacher has a scale that builds a progression of knowledge from simple to complex
- □□ Teacher relates classroom activities to the scale throughout the lesson
- □□ Teacher has goals or targets at the appropriate level of rigor
- □□ Performance scales include application of knowledge

Example Student Evidence

- □□ Students can explain the learning goal or target for the lesson
- □□ Students can explain how their current activities relate to the learning goal or target
- □□ Students can explain the levels of performance, from simple to complex, in the scale
- □□ Student artifacts demonstrate students know the learning goal or target
- □□ Student artifacts demonstrate students can identify a progression of knowledge

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing	Strategy was	Uses strategy	Provides rigorous	Provides rigorous	Adapts and creates
rigorous learning	called for but	incorrectly or	learning goals and	learning goals and	new strategies for
goals and	not exhibited.	with parts	performance scales	performance scales	unique student needs
performance		missing.	or rubrics that	or rubrics and	and situations.
scales (rubrics)			describe levels of	monitors the extent	
			performance.	to which students	
				understand the	
				learning goal and/or	
				targets and levels of	
				performance.	





2. Tracking Student Progress

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

Example Teacher Evidence

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

Example Student Evidence

- □□ Students can describe their status relative to the learning goal using the scale or rubric
- □□ Students systematically update their status on the learning goal
- □□ Students take some responsibility for providing evidence in reference to their progress on the scale
- □□ Artifacts and data support that students are making progress toward a learning goal

Scale

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

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





3. Celebrating Success

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

Example Teacher Evidence

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

Example Student Evidence

- □□ Students show signs of pride regarding their accomplishments in the class
- □□ Students take some responsibility for celebrating their individual status and that of the whole class
- □□ Student surveys indicate they want to continue making progress

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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





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

4. Establishing Classroom Routines

The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Example Teacher Evidence

- □□ Teacher involves students in designing classroom routines and procedures
- □□ Teacher actively teaches student self-regulation strategies
- □□ Teacher uses classroom meetings to review and process rules and procedures
- □□ Teacher reminds students of rules and procedures
- □□ Teacher asks students to restate or explain rules and procedures
- □□ Teacher provides cues or signals when a rule or procedure should be used
- □□ Teacher focuses on procedures for students working individually or in small groups

Example Student Evidence

- □□ Students follow clear routines during class
- □□ Students describe established rules and procedures
- □□ Students describe the classroom as an orderly place
- □□ Students recognize cues and signals by the teacher
- □□ Students regulate their behavior while working individually
- □□ Students regulate their behavior while working in groups

Scale

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

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





5. Organizing the Physical Layout of the Classroom

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

Example Teacher Evidence

- □□ The physical layout of the classroom has clear traffic patterns
- □□ The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- □□ The physical layout of the classroom provides easy access to materials and centers
- □□ The classroom is decorated in a way that enhances student learning
 - Bulletin boards relate to current content (e.g., word walls)
 - · Student work is displayed

Example Student Evidence

- □□ Students move easily about the classroom
- □□ Individual students or groups of students have easy access to materials that make use of long-term projects
- □□ Students make use of materials and learning centers
- □□ Students can easily focus on instruction
- □□ Students can easily access technology
- □□ Transition time is minimized due to layout of classroom

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the physical layout of the classroom	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes the physical layout of the classroom to facilitate movement and support learning.	Organizes the physical layout of the classroom to facilitate movement and support learning and monitors the extent to which students have easy access to materials in an environment that supports learning.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the	How can you	How can you	In addition to	How might you adapt	What are you
physical layout	begin to	organize the	organizing the	and create new	learning about
of the	incorporate	physical layout of	physical layout of	strategies for	your students as
classroom	some aspects of this strategy into your instruction?	the classroom to facilitate movement and support learning?	the classroom to facilitate movement and support learning, how can you monitor that students have easy access to materials in an environment that supports learning?	organizing the physical layout of the classroom to facilitate movement and support learning that address unique student needs and situations?	you adapt and create new strategies?

Student Interviews

Student Questions:

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





Marzano Protocol: Lesson Segment Addressing Content

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

6. Identifying Critical Content

The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

Example Teacher Evidence

- □□ Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- □□ Teacher identifies differences between the critical and non-critical content
- □□ Teacher continuously calls students' attention to accurate critical content
- □□ Teacher integrates cross-curricular connections to critical content

Example Student Evidence

- □□ Students can describe the level of importance of the critical content addressed in class
- □□ Students can identify the critical content addressed in class
- □□ Students can explain the difference between critical and non-critical content
- □□ Formative data show students attend to the critical content (e.g., questioning, artifacts)
- □□ Students can explain the progression of critical content

Scale

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

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





7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

Example Teacher Evidence

- □□ Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- □□ Teacher 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
- □□ Teacher organizes students into ad hoc groups for the lesson
- □□ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- □□ Students move and work within groups with an organized purpose
- □□ Students have an awareness of the power of interpretations
- □□ Students avoid negative thinking
- □□ Students take various perspectives
- □□ Students interact responsibly
- □□ Students appear to know how to handle controversy and conflict resolution
- □□ Students actively ask and answer questions about the content
- □□ Students add their perspectives to discussions
- □□ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of new content.	Organizes students into appropriate groups to facilitate the processing of new content and monitors the extent to which groups process.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into small groups to facilitate the processing of new content?	In addition to organizing students into small groups to facilitate the processing of new content, how can you monitor the extent to which groups process?	How might you adapt and create new strategies for organizing students to interact with new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





8. Previewing New Content

The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Example Teacher Evidence

- □□ Teacher facilitates identification of the basic relationship between prior ideas and new content
- □□ Teacher uses preview questions before reading
- □□ Teacher uses K-W-L strategy or variation of it
- □□ Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- □□ Teacher has students brainstorm
- □□ Teacher uses anticipation guide
- □□ Teacher uses motivational hook/launching activity
 - Anecdote
 - Short multimedia selection
 - Simulation/demonstration
 - Manipulatives
- □□ Teacher uses digital resources to help students make linkages
- □□ Teacher uses strategies associated with a flipped classroom

Example Student Evidence

- □□ Students can identify basic relationships between prior content and upcoming content
- □□ Students can explain linkages with prior knowledge
- □□ Students make predictions about upcoming content
- □□ Students can provide a purpose for what they are about to learn
- □□ Students cognitively engage in previewing activities
- □□ Students can explain how prior standards or goals link to the new content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	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 and analyze new content.	Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors the extent to which students access prior knowledge and analyze new content.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Previewing	How can you	How can you	In addition to	How might you adapt	What are you
new content	begin to incorporate some aspects of this strategy into your instruction?	engage students in previewing activities that require them to access prior knowledge and analyze new content?	engaging students in previewing activities that require students to access prior knowledge and analyze new content, how can you also monitor the extent to which students are accessing prior knowledge and	and create new strategies for previewing new content that address unique student needs and situations?	learning about your students as you adapt and create new strategies?
			0 1		





9. Chunking Content into "Digestible Bites"

Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

Example Teacher Evidence

- □□ During a verbal presentation, the teacher stops at strategic points
- □□ While utilizing multi-media, the teacher stops at strategic points
- □□ While providing a demonstration, the teacher stops at strategic points
- □□ While students are reading information or stories orally as a class, the teacher stops at strategic points
- □□ Teacher uses appropriate questioning to determine if content chunks are appropriate
- □□ Teacher uses formative data to break content into appropriate chunks

Example Student Evidence

- □□ Students can explain why the teacher is stopping at various points
- □□ Students appear to know what is expected of them when the teacher stops at strategic points
- □□ Students can explain clear conclusions about chunks of content

Scale

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

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





10. Helping Students Process New Content

The teacher systematically engages student groups in processing and generating conclusions about new content.

Example Teacher Evidence

- □□ Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal teaching
 - Concept attainment
- □□ Teacher uses informal strategies to engage group members in actively processing
 - Predictions
 - Associations
 - Paraphrasing
 - Verbal summarizing
 - Questioning
- □□ Teacher facilitates group members in generating conclusions

Example Student Evidence

- □□ Students can explain what they have just learned
- □□ Students volunteer predictions
- □□ Students voluntarily ask clarification questions
- □□ Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next
- □□ Students generate conclusions about the new content
- □□ Students can verbally summarize or restate the new information

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students process new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages student groups in processing new content to generate	Engages student groups in processing new content to generate	Adapts and creates new strategies for unique student
			conclusions.	conclusions and monitors the extent to which the processing enhances student understanding.	needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Helping students process new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage student groups in processing new content?	In addition to engaging student groups in processing new content, how can you monitor the extent to which the processing enhances student understanding?	How might you adapt and create new strategies for processing new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





11. Helping Students Elaborate on New Content

The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

Example Teacher Evidence

- □□ Teacher asks questions that require students to make elaborative inferences about the content
- □□ Teacher asks students to provide evidences for their inferences
- □□ Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

Example Student Evidence

- □□ Students volunteer answers to inferential questions
- □□ Students provide evidence for their inferences
- □□ Student artifacts demonstrate students can make elaborative inferences
- □□ Students can identify basic relationships between ideas and how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students elaborate on new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in answering inferential questions and providing evidence for their inferences.	Engages students in answering inferential questions and providing evidence for their inferences and monitors the extent to which students elaborate and provide evidence on what was explicitly taught.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Helping students elaborate on new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in answering inferential questions and providing evidence for their inferences?	In addition to engaging students in answering inferential questions and providing evidence for their inferences, how can you monitor the extent to which students elaborate and provide evidence on what was explicitly taught?	How might you adapt and create new strategies for elaborating on new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





12. Helping Students Record and Represent Knowledge

The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

Example Teacher Evidence

- □□ Teacher asks students to summarize the information they have learned
- □□ Teacher asks students to generate notes that identify critical information in the content
- □□ Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- □□ Teacher asks students to represent new knowledge through various types of models
 - Mathematical
 - Visual
 - Linguistic (e.g., mnemonics)
- □□ Teacher facilitates generating and manipulating images of new content

Example Student Evidence

- □□ Student summaries and notes include critical content
- □□ Student nonlinguistic representations include critical content
- □□ Student models and other artifacts represent critical content
- □□ Students can explain main points of the lesson
- □□ Student explanations of mental images represent critical content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors the extent to which students organize and summarize the important content.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Helping	How can you	How can you	In addition to	How might you adapt	What are you
students record	begin to	engage	engaging students in	and create new	learning about
and represent	incorporate	students in	activities that help	strategies for	your students as
knowledge	some aspects of	activities that	them record and	recording and	you adapt and
	this strategy into	help them	represent their	representing	create new
	your	record and	knowledge in	knowledge that	strategies?
	instruction?	represent their	understanding of	address unique	
		knowledge in	important content	student needs and	
		understanding	using a variety of	situations?	
		of important	models, how can you		
		content using a	monitor the extent to		
		variety of	which students		
		models?	organize and		
			summarize important		
			content?		





13. Helping Students Reflect on Learning

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

Example Teacher Evidence

- □□ Teacher asks students to state or record what they are clear about and what they are confused about
- □□ Teacher asks students to state or record how hard they tried
- □□ Teacher asks students to state or record what they might have done to enhance their learning
- □□ Teacher utilizes reflection activities to cultivate a growth mindset
- □□ Teacher utilizes reflection activities to cultivate resiliency
- □□ Teacher utilizes reflection activities to avoid negative thinking
- □□ Teacher utilizes reflection activities to examine logic of learning and the learning process

Example Student Evidence

- □□ Students can explain what they are clear about and what they are confused about
- □□ Students can describe how hard they tried
- □□ Students can explain what they could have done to enhance their learning
- □□ Student actions and reflections display a growth mindset
- □□ Student actions and reflections display resiliency
- □□ Student actions and reflections avoid negative thinking
- □□ Student reflections involve examining logic of learning and the learning process

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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





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

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

Example Teacher Evidence

- □□ Teacher begins the lesson with a brief review of content
- □□ Teacher systematically emphasizes the cumulative nature of the content
- □□ Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
 - 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

Example Student Evidence

- □□ Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- □□ Students can articulate the cumulative nature of the content
- □□ Student responses to class activities indicate that they recall previous content
 - Artifacts
 - Pretests
 - Warm-up activities

Scale

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

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





15. Organizing Students to Practice and Deepen Knowledge

The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Example Teacher Evidence

- □□ Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- □□ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- □□ Teacher provides guidance regarding group interactions
- □□ Teacher 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
- □□ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- □□ Students explain how the group work supports their learning
- □□ While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
 - Students actively ask and answer questions about the content
 - Students add their perspective to discussions
- □□ Students move and work within groups with an organized purpose
- □□ Students have an awareness of the power of interpretations
- □□ Students avoid negative thinking
- □□ Students take various perspectives
- □□ Students interact responsibly
- □□ Students appear to know how to handle controversy and conflict resolution
- □□ Students attend to the cognitive skill(s)

Scale

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

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





16. Using Homework

The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

Example Teacher Evidence

- □□ Teacher utilizes strategies associated with a flipped classroom
- □□ Teacher communicates a clear purpose and gives directions for homework
- □□ Teacher extends an activity that was begun in class to provide students with more time
- □□ Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- □□ Teacher utilizes homework assignments that allow students to access and analyze content independently

Example Student Evidence

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

Scale

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

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





17. Helping Students Examine Similarities and Differences

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

Example Teacher Evidence

- □□ Teacher engages students in activities that require students to examine similarities and differences
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - · Metaphor activities
 - Identifying basic relationships between ideas that deepen knowledge
 - Generating and manipulating mental images that deepen knowledge
- □□ Teacher asks students to summarize what they have learned from the activity
- □□ Teacher asks students to linguistically and non-linguistically represent similarities and differences
- □□ Teacher asks students to explain how the activity has added to their understanding
- □□ Teacher asks students to draw conclusions after the examination of similarities and differences
- □□ Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence

- □□ Students can create analogies and/or metaphors that reflect their depth of understanding
- □□ Student comparison and classification activities reflect their depth of understanding
- □□ Student artifacts indicate that student knowledge has been extended as a result of the activity
- □□ Student responses indicate that they have deepened their understanding
- □□ Students can present evidence to support their explanation of similarities and differences
- □□ Students navigate digital resources to find credible and relevant information to support similarities and differences

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine similarities and differences	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine similarities and differences related to content.	Engages students in activities that require them to examine similarities and differences related to content and monitors the extent to which it deepens student understanding.	Adapts and creates new strategies for unique student needs and situations.

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





18. Helping Students Examine Their Reasoning

The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

Example Teacher Evidence

- □□ Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- □□ Teacher asks 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
- □□ Teacher asks students to examine logic of errors in procedural knowledge
- □□ Teacher asks students to analyze errors to identify more efficient ways to execute processes
- □□ Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
- □□ Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence

- □□ Students can describe errors or informal fallacies in content
- □□ Students can explain the overall structure of an argument presented to support a claim
- □□ Student artifacts indicate students can identify errors in reasoning or make and support a claim
- □□ Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
- □□ Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine their reasoning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them and monitors the extent to which it deepens student understanding.	Adapts and creates new strategies for unique student needs and situations.

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





19. Helping Students Practice Skills, Strategies, and Processes

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

Example Teacher Evidence

- □□ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently
- □□ Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- □□ Teacher employs "worked examples"
- □□ Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- □□ Teacher models the skill, strategy, or process

Example Student Evidence

- □□ Students perform the skill, strategy, or process with increased confidence
- □□ Students perform the skill, strategy, or process with increased competence
- □□ Student artifacts or formative data show fluency and accuracy is increasing
- □□ Students can explain mental models

Scale

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

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





20. Helping Students Revise Knowledge

The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

Example Teacher Evidence

- □□ Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- □□ Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- ☐☐ Teacher has students explain how their understanding has changed
- □□ Teacher guides students to identify alternative ways to execute procedures

Example Student Evidence

- □□ Students make corrections and/or additions to information previously recorded about content
- □□ Students can explain previous errors or misconceptions they had about content
- □□ Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- □□ Student revisions demonstrate alternative ways to execute procedures

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students revise knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions and monitors the extent to which these revisions deepen their understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students	How can you	How can you	In addition to	How might you	What are you
revise knowledge	begin to incorporate some aspects of this strategy into your instruction?	engage students in the revision of previous content by correcting errors and misconceptions?	engaging students in revising previous content by correcting errors and misconceptions, how can you monitor the extent to which these revisions deepen student understanding?	adapt and create new strategies for revising knowledge of content that address unique student needs and situations?	learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

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





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

21. Organizing Students for Cognitively Complex Tasks

The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

Example Teacher Evidence

- □□ Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
- □□ Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- □□ Teacher 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
- □□ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- □□ Students describe the importance of generating and testing hypotheses about content
- □□ Students explain how groups support their learning
- □□ Students use group activities to help them generate and test hypotheses
- □□ While in groups, students interact in explicit ways to generate and test hypotheses
 - Students actively ask and answer questions about the content
 - · Students add their perspectives to discussions
- □□ Students move and work within groups with an organized purpose
- □□ Students have an awareness of the power of interpretations
- □□ Students avoid negative thinking
- □□ Students take various perspectives
- □□ Students interact responsibly
- □□ Students appear to know how to handle controversy and conflict resolution
- □□ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups to facilitate working on cognitively complex tasks.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group work results in students engaging in cognitively complex tasks.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students in groups to facilitate working on cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group work results in students engaging in cognitively complex tasks?	How might you adapt and create new strategies for organizing students to engage in cognitively complex tasks that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





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

The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

Example Teacher Evidence

- □□ Teacher engages 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 claims
 - Navigate digital resources
- □□ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
 - · Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources

Example Student Evidence

- □□ Students participate in tasks that require them to generate and test hypotheses
- □□ Students can explain the hypothesis they are testing
- □□ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
- □□ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
 - · Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources
 - · Identify how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking and monitors the extent to which students are generating and testing hypotheses and analyzing their own thinking.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking?	In addition to engaging students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking, how can you monitor the extent to which students are generating and testing hypotheses and analyzing their own thinking?	How might you adapt and create new strategies for engaging students in cognitively complex tasks involving hypothesis generation and testing that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





23. Providing Resources and Guidance for Cognitively Complex Tasks

The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

Example Teacher Evidence

- □□ Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - · Provides easy access to himself/herself
- □□ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- □□ Teacher volunteer resources and guidance as needed by the entire class, groups of students, or individual students
 - Digital
 - Technical
 - Human
 - Material

Example Student Evidence

- □□ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- □□ Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
- □□ Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing resources and guidance for cognitively complex tasks	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

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

Student Interviews

Student Questions:

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





Marzano Protocol: Lesson Segment Enacted on the Spot

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

24. Noticing When Students are Not Engaged

The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Example Teacher Evidence

- □□ Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- □□ Teacher notices when the energy level in the room is low or students are not participating
- □□ Teacher takes action or uses specific strategies to re-engage students

Example Student Evidence

- □□ Students appear aware of the fact that the teacher is noticing their level of engagement
- □□ Students increase their level of engagement when the teacher uses engagement strategies
- □□ Students explain that the teacher expects high levels of engagement
- □□ Students report that the teacher notices when students are not engaged

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Scans the room and notices when students are not engaged and takes action.	Scans the room and notices when students are not engaged and takes action and monitors the extent to which students re- engage.	Adapts and creates new strategies for unique student needs and situations.

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





25. Using Academic Games

The teacher uses academic games to cognitively engage or re-engage students.

Example Teacher Evidence

- □□ Teacher uses academic games that focus on or reinforce important concepts
- □□ Teacher uses academic games that create generalizations or test principles
- □□ Teacher uses structured, inconsequential competition games such as Jeopardy and Family Feud
- □□ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- □□ Teacher uses friendly competition along with classroom games
- □□ Teacher develops conative skills during academic games
 - Taking various perspectives
 - Interacting responsibly
 - · Handling controversy and conflict

Example Student Evidence

- □□ Students engage in the games with some enthusiasm
- □□ Students can explain how the games keep their interest and help them learn or remember content
- □□ Students appear to take various perspectives when engaged in academic games
- □□ Students interact responsibly during academic games
- □□ Students handle controversy and conflict during academic games

Scale

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

	Not Using	Beginning	Developing	Applying	Innovating
Using academic	How can you begin to	How can you use academic	In addition to using academic games to	How might you adapt and create new	What are you learning about your
games	incorporate some aspects of this strategy into your instruction?	games to maintain student engagement?	maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	strategies for using academic games to maintain student engagement that address unique student needs and situations?	students as you adapt and create new strategies?





26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement through questioning processes.

Example Teacher Evidence

- □□ Teacher uses appropriate wait time
- □□ Teacher uses a variety of activities that require all students to respond
 - · Response cards
 - Students use hand signals to respond to questions
 - Choral response
- □□ Teacher uses technology to keep track of student responses
- □□ Teacher uses response chaining
- □□ Teacher increases response rates by requiring students to back up responses with evidence

Example Student Evidence

- □□ Multiple students, or the entire class, respond to questions posed by the teacher
- □□ Students can describe their thinking about specific questions posed by the teacher
- □□ Students engage or re-engage in response to teacher's use of questioning techniques

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement through questioning processes.	Uses response rate techniques to maintain student engagement through questioning processes and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Managing	How can you	How can you use	In addition to using	How might you adapt	What are you
response rates	begin to	response rate	response rate	and create new	learning about your
	incorporate	techniques to	techniques to	strategies for	students as you
	some aspects of	maintain student	maintain student	managing response	adapt and create
	this strategy into	engagement	engagement in	rates to maintain	new strategies?
	your	through	questions, how can	student engagement	
	instruction?	questioning	you monitor the	in questions that	
		processes?	extent to which	address unique	
			these activities	student needs and	
			enhance student	situations?	
			engagement?		





27. Using Physical Movement

The teacher uses physical movement to maintain student engagement in content.

Example Teacher Evidence

- □□ Teacher facilitates movement to learning stations or to work with other students
- □□ Teacher has students move after brief chunks of content engagement
- Teacher has students stand up and stretch or do related activities when their energy is low
- □□ Teacher uses activities that require students to physically move to respond to questions
 - · Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- □□ Teacher has students physically act out or model content to increase energy and engagement
- □□ Teacher uses give-one-get-one activities that require students to move about the room

Example Student Evidence

- □□ Student behavior shows physical movement strategies increase cognitive engagement
- □□ Students engage in the physical activities designed by the teacher
- □□ Students can explain how the physical movement keeps their interest and helps them learn

Scale

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

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





28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain student engagement in content.

Example Teacher Evidence

- □□ Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- □□ Teacher employs crisp transitions from one activity to another
- □□ Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence

- □□ Students stay engaged when the pace of the class is not too fast or too slow
- □□ Students quickly adapt to transitions and re-engage when a new activity is begun
- □□ Students describe the pace of the class as not too fast or not too slow

Scale

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

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a	How can you	How can you use	In addition to	How might you	What are you
lively pace	begin to incorporate some aspects of this strategy into your instruction?	pacing techniques to maintain student engagement?	pacing techniques to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	adapt and create new strategies for maintaining a lively pace that address unique student needs and situations?	learning about your students as you adapt and create new strategies?





29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Example Teacher Evidence

- □□ Teacher enthusiastically demonstrates depth of content knowledge
- □□ Teacher demonstrates importance of content by relating it to authentic, real-world situations
- □□ Teacher describes personal experiences that relate to the content
- □□ Teacher signals excitement for content by
 - Physical gestures
 - Voice tone
 - Dramatization of information
- □□ Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence

- □□ Students say that the teacher "likes the content" and "likes teaching"
- □□ Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways.	Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you demonstrate intensity and enthusiasm by sharing a deep level of content in a variety of ways?	In addition to demonstrating intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement in content.

Example Teacher Evidence

- □□ Teacher structures mini-debates about the content
- □□ Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- □□ Teacher has students reveal sources of evidence to support their positions
- □□ Teacher has students examine multiple perspectives and opinions about the content
- □□ Teacher elicits different opinions on content from members of the class
- □□ Teacher develops conative skills during friendly controversy
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict

Example Student Evidence

- □□ Students engage or re-engage in friendly controversy activities with enhanced engagement
- □□ Students describe friendly controversy activities as "stimulating," "fun," and "engaging"
- □□ Students explain how a friendly controversy activity helped them better understand the content
- □□ Students appear to take various perspectives while engaged in friendly controversy
- □□ Students interact responsibly during friendly controversy
- □□ Students appropriately handle controversy and conflict while engaged in friendly controversy

Scale

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

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





31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate content being presented in class to their personal interests.

Example Teacher Evidence

- □□ Teacher is aware of student interests and makes connections between these interests and class content
- □□ Teacher structures activities that ask students to make connections between the content and their personal interests
- □□ Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- □□ Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

Example Student Evidence

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

Scale

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

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





32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.

Example Teacher Evidence

- □□ Teacher systematically provides interesting facts and details about the content
- □□ Teacher encourages students to identify interesting information about the content
- □□ Teacher engages students in activities like "Believe it or not" about the content
- □□ Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content

Example Student Evidence

- □□ Student attention increases when unusual information is presented about the content
- □□ Students explain how the unusual information makes them more interested in the content
- □□ Students explain how the unusual information deepens their understanding of the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses unusual or intriguing and relevant information about the content.	Uses unusual or intriguing and relevant information about the content and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use unusual or intriguing and relevant information about the content?	In addition to using unusual or intriguing and relevant information about the content, how	How might you adapt and create new strategies for using unusual or intriguing and relevant	What are you learning about your students as you adapt and create new strategies?
			can you monitor the extent to which these activities enhance student engagement?	information about the content that address unique student needs and situations?	

Student Interviews

Student Questions:

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





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

33. Demonstrating "Withitness"

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

Example Teacher Evidence

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

Example Student Evidence

- □□ Students recognize that the teacher is aware of their behavior
- □□ Students interact responsibly
- □□ Students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses behaviors associated with "withitness."	Uses behaviors associated with "withitness" and monitors the extent to which it affects student behavior.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use behaviors associated with "withitness"?	In addition to using behaviors associated with "withitness," how can you monitor the extent to which it affects student behavior?	How might you adapt and create new strategies for using behaviors associated with "withitness" that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





34. Applying Consequences for Lack of Adherence to Rules and Procedures

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

Example Teacher Evidence

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

Example Student Evidence

- □□ Students demonstrate use of self-regulation strategies
- □□ Students cease inappropriate behavior when signaled by the teacher
- □□ Students accept consequences as part of the way class is conducted
- □□ Students describe the teacher as fair in application of rules

Scale

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

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





35. Acknowledging Adherence to Rules and Procedures

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

Example Teacher Evidence

- □□ Teacher acknowledges when students use self-regulation strategies
- □□ Teacher provides nonverbal signals that a rule or procedure has been followed
 - Smile
 - Nod of head
 - "High five"
- □□ Teacher gives verbal cues that a rule or procedure has been followed
 - Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to a rule or procedure
- □□ Teacher notifies the home when a rule or procedure has been followed
- ☐☐ Teacher uses tangible recognition when a rule or procedure has been followed
 - · Certificate of merit
 - Token economies

Example Student Evidence

- □□ Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- □□ Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- □□ Students describe the teacher as appreciative of their good behavior
- □□ Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- □□ The number of students adhering to rules and procedures increases

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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





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

36. Understanding Students' Interests and Backgrounds

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

Example Teacher Evidence

- □□ Teacher relates content-specific knowledge to personal aspects of students' lives
- □□ Teacher has side discussions with students about events in their lives
- □□ Teacher has discussions with students about topics in which they are interested
- □□ Teacher builds student interests into lessons
- □□ Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Example Student Evidence

- □□ Students describe the teacher as someone who knows them and/or is interested in them
- □□ Students respond when the teacher demonstrates understanding of their interests and backgrounds
- □□ Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- □□ Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Scale

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

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and backgrounds	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use students' interests and backgrounds during interactions with students?	In addition to using students' interests and backgrounds during interactions with students, how can you monitor the climate of acceptance and community in the classroom?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

Example Teacher Evidence

- □□ Teacher compliments students regarding academic and personal accomplishments
- □□ Teacher compliments students regarding academic and personal accomplishments relative to their initiative
- □□ Teacher engages in informal conversations with students that are not related to academics
- □□ Teacher uses humor with students when appropriate
- □□ Teacher smiles and nods to students when appropriate
- □□ Teacher uses "high five"-type signals when appropriate
 - Pat on shoulder
 - Thumbs up
 - "High five"
 - Fist bump
 - Silent applause
- □□ Teacher encourages students to share their thinking and perspectives

Example Student Evidence

- □□ Students describe the teacher as someone who cares for them
- □□ Students respond positively to verbal interactions with the teacher
- □□ Students respond positively to nonverbal interactions with the teacher
- □□ Students readily share their perspectives and thinking with the teacher

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate affection for students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative and monitors the quality of relationships in the classroom.	Adapts and creates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate affection for students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative?	In addition to using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, how can you monitor the quality of relationships in the classroom?	How might you adapt and create new strategies for using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?





38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

Example Teacher Evidence

- □□ Teacher does not exhibit extremes in positive or negative emotions
- □□ Teacher does not allow distractions to change the focus on academic rigor
- □□ Teacher addresses inflammatory issues and events in a calm and controlled manner
- □□ Teacher interacts with all students in the same calm and controlled fashion
- □□ Teacher does not demonstrate personal offense at student misbehavior

Example Student Evidence

- □□ Students describe the teacher as not becoming distracted by interruptions in the class
- □□ Students are settled by the teacher's calm demeanor
- □□ Students describe the teacher as in control of himself/herself and in control of the class
- □□ Students say that the teacher does not hold grudges or take things personally

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Displaying	Strategy was	Uses strategy	Behaves in an	Behaves in an	Adapts and
objectivity and	called for but not	incorrectly or with	objective and	objective and	creates new
control	exhibited.	parts missing.	controlled manner.	controlled manner	strategies for
				and monitors the	unique student
				effect on the	needs and
				classroom climate.	situations.

Reflection Questions

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

Student Interviews

Student Questions:

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





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

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

Example Teacher Evidence

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

Example Student Evidence

- □□ Students say that the teacher cares for all students
- □□ Students treat each other with respect
- □□ Students avoid negative thinking about their thoughts and actions

Scale

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

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating	How can you	How can you	In addition to	How might you	What are you
value and	begin to	exhibit behaviors	exhibiting	adapt and create	learning about your
respect for low	incorporate some	that demonstrate	behaviors that	new strategies for	students as you
expectancy	aspects of this	value and respect	demonstrate value	behaviors that	adapt and create
students	strategy into your	for low	and respect for low	demonstrate value	new strategies?
	instruction?	expectancy	expectancy	and respect for low	
		students' thinking	students' thinking	expectancy	
		regarding the	regarding the	students that	
		content?	content, how can	address unique	
			you monitor the	student needs and	
			impact?	situations?	





40. Asking Questions of Low Expectancy Students

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

Example Teacher Evidence

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

Example Student Evidence

- □□ Students say that the teacher expects everyone to participate
- □□ Students say that the teacher asks difficult questions of every student

Scale

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

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





41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

Example Teacher Evidence

- □□ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- □□ Teacher probes low expectancy students to provide evidence of their conclusions
- □□ Teacher asks low expectancy students to examine the sources of their evidence
- □□ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time
- □□ Teacher asks low expectancy students to further explain their answers when they are incorrect

Example Student Evidence

- □□ Students say that the teacher won't "let you off the hook"
- □□ Students say that the teacher "won't give up on you"
- □□ Students say that the teacher helps them think about and analyze their incorrect answers
- □□ Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Probing incorrect answers with low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Probes incorrect answers of low expectancy students in the same manner as high expectancy students.	Probes incorrect answers of low expectancy students in the same manner as high expectancy students and monitors the level and quality of responses of low expectancy students.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

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

Student Interviews

Student Questions:

- How does your teacher demonstrate that he/she cares about and respects you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

Domain 2: Planning and Preparing

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

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

Planning Evidence

- □□ Content is organized to build upon previous information
- □□ Presentation of content is logical and progresses from simple to complex
- □□ Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units
- ☐☐ The plan anticipates potential confusions that students may experience

Teacher Evidence

- □□ When asked, the teacher can describe the rationale for how the content is organized
- □□ When asked, the teacher can describe the rationale for the sequence of instruction
- □□ When asked, the teacher can describe how content is related to previous lessons, units or other content
- □□ When asked, the teacher can describe possible confusions that may impact the lesson or unit

	Not Using	Beginning	Developing	Applying	Innovating
Effective Scaffolding of Information within Lessons	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher scaffolds the information but the relationship between the content is not clear	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher is recognized leader in helping others with this activity

43. Lessons within Units
The teacher organizes lessons within units to progress toward a deep understanding of content.
Planning Evidence □□ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways □□ Plans incorporate student choice and initiative □□ Plans provide for extension of learning
Teacher Evidence □□ When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content □□ When asked, the teacher can describe how students will make choices and take initiative

 $\hfill\square \hfill \square$ When asked, the teacher can describe how learning will be extended

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

44. Attention to Established Content Standards

The teacher ensures that lesson and unit plans are aligned with established content standards identified by school and the manner in which that content should be sequenced.

Planning Evidence

- □□ Lesson and unit plans include important content identified by school (scope)
- □□ Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by school

Teacher Evidence

- □□ When asked, the teacher can identify or reference the important content (scope) identified by the school
- □□ When asked, the teacher can describe the sequence of the content to be taught as identified by the school

	Not Using	Beginning	Developing	Applying	Innovating
Attention to	The teacher	The teacher	The teacher	The teacher	The teacher is
Established	makes no	attempts to	ensures that	ensures that	a recognized
Content	attempt to	perform this	lessons and	lessons and	leader in
Standards	perform this	activity but	units include	units include	helping others
	activity	does not	the important	the important	with this activity
		actually	content	content	
		complete or	identified by	identified by	
		follow through	the school but	the school and	
		with these	does not	the manner in	
		attempts	address the	which that	
			appropriate	content should	
			sequencing of	be sequenced	
			content		

Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources

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

Planning Evidence

- ☐☐ The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- ☐☐ The plan outlines resources within the school that will be used enhance students' understanding of the content
- ☐☐ The plan outlines resources within the community that will be used to enhance students' understanding of the content

Teacher Evidence

- □□ When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content
- □□ When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content
- □□ When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

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

46. Use of Available Technology

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

Planning Evidence

□□ The plan identifies available technology that will be used:

- Interactive whiteboards
- Response systems
- Voting technologies
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion Boards

☐☐ The plan identifies how the technology will be used to enhance student learning

Teacher Evidence

□□ When asked, the teacher can describe the technology that will be used

□□ When asked, the teacher can articulate how the technology will be used to enhance student learning

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

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

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

Planning Evidence

- □□ The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
- ☐☐ The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction

Teacher Evidence

- □□ When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
- □□ When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

	Not Using	Beginning	Developing	Applying	Innovating
Needs of English Language Learners	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these	The teacher identifies the needs of English Language Learners but does not articulate the adaptations	The teacher identifies the needs of English Language Learners and the adaptations that will be	The teacher is a recognized leader in helping others with this activity
		attempts	that will be made to meet these needs	made to meet these needs	

Planning and Preparing for Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

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

Planning Evidence

- □□ The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP)for a lesson
- ☐☐ The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction

Teacher Evidence

- □□ When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson
- □□ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction

Scale

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

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

49. Needs of Students Who Lack Support for Schooling

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

Planning Evidence

- ☐☐ The plan provides for the needs of students who come from home environments that offer little support for schooling
- □□ When assigning homework, the teacher takes into consideration the students' family resources
- □□ When communicating with the home, the teacher takes into consideration family and language resources

Teacher Evidence

- □□ When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- □□ When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework
- ☐☐ When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

	Not Using	Beginning	Developing	Applying	Innovating
Needs of	The teacher	The teacher	The teacher	The teacher	The teacher is
Students Who	makes no	attempts to	identifies the	identifies the	a recognized
Lack Support	attempt to	perform this	needs of	needs of	leader in
for Schooling	perform this	activity but	students who	students who	helping others
	activity	does not	lack support	lack support	with this
		actually	for schooling	for schooling	activity
		complete or	but does not	and the	
		follow through	articulate the	adaptations	
		with these	adaptations	that will be	
		attempts	that will be	made to meet	
			made to meet	these needs	
			these needs		

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

Teacher Evidence

□□ The teacher identifies specific areas of strengths and weaknesses within Do

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

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

51. Evaluating the Effectiveness of Individual Lessons and Units

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

Teacher Evidence

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

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

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

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

Teacher Evidence

- ☐☐ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- ☐☐ The teacher provides a written analysis of specific causes of success or difficulty
- □□ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

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

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan

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

Teacher Evidence

 $\Box\Box$ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources

□□ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

	Not Using	Beginning	Developing	Applying	Innovating
Developing a Written Growth and Development Plan	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher is a recognized leader in helping others with this activity

54. Monitoring Progress Relative to the Professional Growth and Development Plan

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

Teacher Evidence

□□ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

□□ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

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

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

55. Promoting Positive Interactions with Colleagues

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

Teacher Evidence

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

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

56. Promoting Positive Interactions about Students and Parents

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

Teacher Evidence

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

Scale

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

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Promoting Exchange of Ideas and Strategies

57. Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

Teacher Evidence

- □□ The teacher keeps track of specific situations during which he or she has sought mentorship from others
- ☐☐ The teacher actively seeks help and input in Professional Learning Community meetings
- ☐☐ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- □□ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

	Not Using	Beginning	Developing	Applying	Innovating
Seeking	The teacher	The teacher	The teacher	The teacher	The teacher is
Mentorship	makes no	attempts to	seeks help and	seeks help and	a recognized
for Areas of	attempt to	perform this	mentorship	mentorship	leader in
Need or	perform this	activity but	from	from	helping others
Interest	activity	does not	colleagues but	colleagues	with this
		actually	not at a	regarding	activity
		complete or	specific	specific	
		follow through	enough level to	classroom	
		with these	enhance his or	strategies and	
		attempts	her	behaviors	
			pedagogical		
			skill		

58. Mentoring Other Teachers and Sharing Ideas and Strategies

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

Teacher Evidence

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

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

Promoting District and School Development

The teacher is aware of the school's rules and procedures and adheres to them. Teacher Evidence The teacher performs assigned duties The teacher follows policies, regulations and procedures The teacher maintains accurate records (student progress, completion of assignments, non-instructional records) The teacher fulfills responsibilities in a timely manner

☐☐ The teacher understands legal issues related to students and families☐☐ The teacher demonstrates personal integrity

□□ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

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

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

Teacher Evidence

	e teacher	participates	in school	activities	and	events	as	appropriate	to	support	students	and
families												

□□ The teacher serves on school committees

□□ The teacher participates in staff development opportunities

□□ The teacher works to achieve school improvement goals

☐☐ The teacher keeps tracks of specific situations in which he or she has participated in school initiatives

□□ When asked, the teacher can describe or show evidence of his/her participation in school initiatives

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

Domain 1: Strategies and Behaviors

SADES Learning Map Specialized Teacher/Support

Lesson Segment: Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

- 1. Providing Clear Goals and Scales (Rubrics)
- 2. Tracking Participant Progress
- 3. Celebrating Success

DQ6: Establishing Rules and Procedures

- 4. Establishing Support for Routines and Procedures
- Supporting and Organizing the Physical Layout of the Classroom

Lesson Segment: Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Information
- 7. Supporting and Organizing Participants to Interact with New Knowledge
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Processing New Information
- 11. Elaborating on New Information
- 12. Recording and Representing Knowledge
- 13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- 15. Supporting and Organizing Participants to Practice and Deepen Knowledge
- 16. Using Homework and Professional Development Practice
- 17. Examining Similarities and Differences
- 18. Examining Errors in Reasoning
- 19. Supporting Practicing Skills, Strategies, and Processes
- 20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses

- 21. Supporting and Organizing Participants for Cognitively Complex Tasks
- 22. Supporting and Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance

Lesson Segment: Enacted on the Spot

DQ5: Engaging Students

- 24. Noticing When Participants are Not Engaged
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Participants to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Norms
- 35. Acknowledging Adherence to Norms

DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Participants' Interests and Backgrounds
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Participants

Additional Elements

- A. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
- B. Implementing Traditional Resources
- C. Implementing New Technologies

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

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

49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting School Development

- 59. Adhering to School Rules and Procedures
- 60. Participating in School Initiatives

DQ1: Communicating Learning Goals and Feedback

1. Providing	1. Providing Clear Learning Goals and Scales (Rubrics)									
The instructional support member provides clearly stated goals based on area of responsibility that align with school goals and has a										
scale that describ	scale that describes levels of performance.									
Instructional Su	pport Member Evidence) :								
□□ Instru	ctional support member est	ablishes a defined work	plan or set of goals al	ligned with school goals						
□□ Instru	ctional support member con	mmunicates work plan of	or goals and scale to ap	ppropriate people						
□□ Instruc	ctional support member ma	ikes references to their g	oals throughout the ye	ear						
□□ Instru	ctional support member car	n explain how goals sup	port and align with sch	hool goals.						
	ctional support member car				cale					
□□ Instruc	ctional support member car	n explain how their activ	rities relate to the goal							
Participant Evi	dence (Participants include	e students, parents, teac	hers, school personnel	l, and community memb	ers):					
□□ When a	asked, participants, colleag	gues, and/or administrate	ors can explain how th	e instructional support r	nember goals					
relate to	and/or support the school	l goals								
□□ When a	asked, participants, colleag	gues, and/or administrate	ors can explain how th	e instructional support r	nember's activities					
relate to the school goals										
Scale Levels: (cl	noose one)		_							
☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐ Not Applicable					

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear	Adapts and creates	Provides a clearly	Provides a clearly	Uses strategy	Strategy was called for
Learning Goals and	new strategies for	stated learning goal	stated learning goal	incorrectly or with	but not exhibited.
Scales (Rubrics)	unique participant needs and situations in order for the desired effect to be evident in all participants.	accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of participants' understanding of the learning goal and the levels of	accompanied by a scale or rubric that describes levels of performance, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear Learning Goals and Scales (Rubrics)	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique participant needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor participant's understanding of the learning goal and the levels of	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

2. Tra	cking Par	ticipant Progr	ess						
The instr	he instructional support member facilitates tracking of progress toward goals.								
Instructi	ional Support	Member Evidence:							
	Instructional	support member moni	tors progress toward the	eir goals throughout the	school year using a sca	ale			
		support member is re-	sponsive to participants,	colleagues and admini	strators regarding feedb	eack about their			
	progress		1 1, 1,1 11			•			
	progress	support member activ	ely consults with collea	gues and administrators	s to find an optimal app	roach to ensure			
00		support member cons	ults with colleagues and	administrators to ensu	re he/she is making nro	oress towards			
	the goal(s)	support member cons	unts with concugues und	administrators to ensur	ie nersne is making pro	gress towards			
	O ()	unnort member keen	s updated records (i.e. d	ata hases data noteboo	k etc) that validate trad	cking progress			
	towards their g		s apaated records (i.e. d	ata bases, data noteboo.	k, cic.) that varidate trac	cking progress			
	to wards then g	ours							
Participa	ant Evidence (Participants include s	tudents, parents, teache	rs, school personnel, ar	nd community member	s):			
σâ		-	es, and administrators c	•	· · · · · · · · · · · · · · · · · · ·				
		vards their goal	•						
	F - 6	8							
Scale Le	vels: (choose o	ne)							
☐ Inn	ovating	\square Applying	☐ Developing	□Beginning	□Not Using	\square Not Applicable			

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking	Adapts and creates	Facilitates tracking	Facilitates the	Uses strategy	Strategy was called for
Participant	new strategies for	of participant	tracking of	incorrectly or with	but not exhibited.
Progress	unique participant needs and situations in order for the desired effect to be evident in all participants.	progress using a formative approach to assessment and monitors for evidence of the extent to which the majority of participants understand their level of performance.	participant progress using a formative approach to assessment, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

	Innovating	Applying	Developing	Beginning	Not Using
Tracking Participant Progress	What are you learning about your participants as you adapt and create new strategies?	In addition to facilitating tracking of progress using a formative approach to assessment, how can you monitor the extent to which participants understand their level of performance?	In addition to facilitating tracking of progress using a formative approach to assessment, how can you monitor the extent to which participants understand their level of performance?	How can you facilitate tracking of participant progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

3. Celebrating Success								
The instructional support member celebrates personal, participant, school success relative to progress towards their goals.								
Instructional Support Member Evidence:								
□□ Instructional support member acknowledges and celebrates personal progress towards their goals								
□□ Instructional support member uses a variety of methods to celebrate school success								
□□ Instructional support member acknowledges and celebrates individual and group successes								
☐☐ The instructional support member shows pride in their work and reports they want to continue to make progress toward								
meeting their goals								
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):								
□□ When asked, participants, colleagues, and administrators can describe how the instructional support member is								
progressing towards their goal								
Scale Levels: (choose one)								
\square Innovating \square Applying \square Developing \square Beginning \square Not Using \square Not Applicable								

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of participants are motivated to enhance their status.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of participants are not monitored for the desired effect of the strategy.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of participants are not monitored for the desired effect of the strategy.	Strategy was called for but not exhibited.

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

DQ6: Establishing Rules and Procedures

4. Esta	ablishing	Support for I	Routines and Pro	ocedures					
The instru	The instructional support member identifies the available traditional resources (materials and human) for use in his/her plan of								
work and	or instruction	nal activities.							
Instructi	onal Support	Member Evidence	2:						
	The instructi	onal support member	er involves students in de	signing classroom rou	ıtines				
	The instructi	onal support member	er uses classroom meetin	gs to review rules and	procedures				
	The instructi	onal support member	er reminds students of rul	es and procedures					
	The instructi	ional support membe	er asks students to restate	or explain rules and j	procedures				
	The instructi	ional support membe	er provides cues or signal	s when a rule or proc	edure should be used				
Planning	Evidence (P	articipants include s	tudents, parents, teacher	s, school personnel, a	nd community members	s):			
	Participants f	follow clear routines	during class						
	When asked	, participants can des	scribe the classroom as a	n orderly place					
	When asked	, participants can des	scribe established rules a	nd procedures					
	Participants recognize cues and signals by the instructional support member								
Scale Lev	vels: (choose	one)							
☐ Inn	ovating	\square Applying	\square Developing	\square Beginning	□ Not Using	☐Not Applicable			

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing Support for Routines and Procedures	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of participants understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

5. Supporting	and Organizir	ng the Physical L	ayout of the C	lassroom	
The instructional sup	pport member organize	es the physical layout of	the classroom to facil	itate movement and foo	us on learning.
Instructional Supp	ort Member Evidence	2:			
□□ The physi	cal layout of the classro	oom has clear traffic patte	erns		
□□ The physi	cal layout of the classr	oom provides easy acces	s to material and cente	ers	
□□ The class:	room is decorated in a	way that enhances partici	pant learning:		
• Bulleti	n boards relate to curr	ent content			
 Partici 	pants work is displaye	d			
Participant Eviden	ce (Participants inclu	de students, parents, te	achers, school perso	nnel, and community	members):
□□ Participan	ts move easily about th	e classroom			
□□ Participan	ts make use of material	s and learning centers			
□□ Participan	ts attend to examples of	f their work that are disp	layed		
□□ Participan	ts attend to information	on the bulletin boards			
□□ Participan	ts can easily focus on in	nstruction			
_	·				
Scale Levels: (choo	se one)				
☐ Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	\square Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and	Adapts and creates	Organizes the	Organizes the	Uses strategy	Strategy was called for
Organizing the	new strategies for	physical layout of	physical layout of	incorrectly or with	but not exhibited.
Physical Layout of	unique participant	the classroom to	the classroom to	parts missing.	
the Classroom	needs and situations in order for the	facilitate movement and focus on	facilitate movement and focus on		
	desired effect to be evident in all participants.	learning and monitors for evidence of the impact of the environment on the majority of participant learning.	learning, but the majority of participants are not monitored for the desired effect of the strategy.		

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing the Physical Layout of the Classroom	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that addresses unique participant needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on participant learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

DQ2: Helping Students Interact with New Knowledge

6. Iden	ntifyi	ng Critical Inforn	nation			
The instru	ictional	support member identifie	s critical information in	a lesson or activity to	which participants sho	uld pay particular
attention.						
Instruction	onal Su	pport Member Evidence	:			
	Instru	ctional support member beg	gins the lesson or activit	y by explaining why ι	apcoming content is imp	ortant
	Instru	ctional support member ide	entifies content or inform	ation critical to their	area of responsibility	
	Instru	ctional support member cue	es the importance of upo	oming information in	some indirect fashion:	
	•	Tone of voice				
	•	Body position				
	•	Level of excitement				
	•	Markertechnique				
Participa	nt Evi	dence (Participants include	e students, parents, teach	ers, school personnel	, and community memb	ers):
	When	asked, participants can des	scribe the level of impor	ance of the information	on addressed in the lesso	on or activity
	When	asked, participants can exp	plain why it is important	to pay attention to the	content	
	Partici	pants visibly pay attention	to the critical informatio	n		
Scale Lev	vels: (cl	noose one)	·		·	
	ovating	☐ Applying	☐ Developing	□Beginning	□ Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Critical new unic need in o desi	dapts and creates we strategies for inque participant eds and situations order for the sired effect to be ident in all rticipants.	Signals to participants which content is critical versus non-critical and monitors for evidence of the extent to which the majority of participants are attending to critical information.	Signals to participants which content is critical versus non-critical, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

7. Suppor	7. Supporting and Organizing Participants to Interact with New Knowledge							
The instruction	The instructional support member organizes participants into small groups to facilitate the processing of information.							
Instructional	Support Member Evidence:							
□□ Inst	ructional support member esta	ablishes routines for par	ticipant grouping and	interaction within group	os			
□□ Inst	ructional support member esta	blishes roles and proce	dures for group activiti	ies:				
•	Respect opinion of others							
•	Add their perspective to d	liscussions						
	Ask and answer questions	8						
Participant E	vidence (Participants include	students, parents, teacl	ners, school personnel	, and community memb	pers):			
□□ Part	icipants move to groups in an	orderly fashion and known	ow their role in the gro	oup				
□□ Par	icipants appear to understand	expectations about appr	opriate behavior in gro	oups:				
•	Respect opinion of others							
	Add their perspective to d	liscussions						
•	Ask and answer questions	S						
	•							
Scale Levels:	(choose one)							
☐ Innovati	ng \square Applying	☐ Developing	\square Beginning	□ Not Using	\square Not Applicable			

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants to Interact with New Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Applying Organizes participants into small groups to facilitate the processing of new knowledge for the majority of the participants and monitors for evidence of group processing.	Developing Organizes participants into small groups to facilitate the processing of new knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Beginning Uses strategy incorrectly or with parts missing.	Not Using Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and	What are you	How might you	In addition to	How can you	How can you begin to
Organizing	learning about your	adapt and create new	organizing	organize participants	incorporate some
Participants to	participants as you	strategies for	participants into	into small groups to	aspects of this strategy
Interact with New	adapt and create new	organizing	small groups to	facilitate the	into your instruction?
Knowledge	strategies?	participants to interact with new knowledge that address unique participant needs and situation?	facilitate the processing of new knowledge, how can you monitor group processes?	processing of new knowledge?	

8. Previewing New Content								
	The instructional support member engages participants in activities that help link what they already know to the new ontent/activity about to be addressed and facilitates these linkages.							
Instructi	onal Support Member Evidence	:						
	Instructional support member use	s preview question befo	re reading					
	Instructional support member use	s K-W-L strategy or var	iation of it					
	Instructional support member as	s or reminds participant	s what they already kr	now about the topic				
	Instructional support member pro	vides an advanced organ	nizer:					
	 Outline 							
	 Graphic organizer 							
	Instructional support member has	participants brainstorm						
	Instructional support member use	s an anticipation guide						
	Instructional support member use	es a motivational hook/la	unching activity:					
	 Anecdotes 							
	 Short selection from vide 	eo						
Participa	ant Evidence (Participants includ	e students, parents, teacl	ners, school personnel	, and community memb	pers):			
	When asked, participants can exp	lain linkages with prior	knowledge					
	□□ When asked, participants can provide a purpose for what they are about to learn							
	Participants actively engage in pr	eviewing activities						
Scale Le	vels: (choose one)							
☐ Inn	ovating Applying	\square Developing	□Beginning	□ Not Using	☐Not Applicable			

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing New Content	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed and monitors for evidence of the extent to which the majority of participants are making linkages.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

9. Chunking Content into "Digestible Bites"							
Based on participant needs, the instructional support member breaks the content into small chunks (i.e. digestible bites) of							
information that can be easily processed by participants.							
Instructional Support Member Evidence:							
□□ Instructional support member stops at strategic points in a verbal presentation							
□□ While playing a video tape, the instructional support member turns the tape off at key junctures							
□□ While providing a demonstration, the instructional support member stops at strategic points							
□□ While participants are reading information or stories orally as a class, the instructional support member stops at strategic							
points							
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):							
□□ When asked, participants can explain linkages with prior knowledge							
□□ When asked, participants can explain why the instructional support member is stopping at various points							
Participants appear to know what is expected of them when the instructional support member stops at strategic points							
Scale Levels: (choose one)							
\square Innovating \square Applying \square Developing \square Beginning \square Not Using \square Not Applicable							

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking Content into "Digestible Bites"	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Breaks input experiences into small chunks based on participant needs and monitors for evidence of the extent to which chunks are appropriate for the majority of participants.	Breaks input experiences into small chunks based on participant needs, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

10. Processing New Information						
During breaks in the presentation of content, the instructional support member engages participants in actively processing new						
information.						
Instructional Support Member Evidence:						
□□ Instructional support member has group members summarize new information						
□□ Instructional support member employs formal group processing strategies						
 Jigsaw 						
Reciprocal Teaching						
 Concept attainment 						
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):						
□□ When asked, participants can explain what they have just learned						
□□ Participants volunteer predictions						
□□ Participants voluntarily ask clarification questions						
☐☐ Groups are actively discussing the content						
 Group members ask each other and answer questions about the information 						
 Group members make predictions about what they expect next 						
Scale Levels: (choose one)						
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing New Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in summarizing, predicting, and questioning activities and monitors for evidence of the extent to which the activities enhance the majority of participants' understanding.	Engages participants in summarizing, predicting, and questioning activities, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Processing New	What are you	How might you	In addition to	How can you engage	How can you begin to
Information	learning about your participants as you adapt and create new strategies?	adapt and create new strategies for processing new information that address unique participant needs and situations?	engaging participants in summarizing, predicting, and questioning, how can you monitor the extent to which the activities enhance participants' understanding?	participants in summarizing, predicting, and questioning activities?	incorporate some aspects of this strategy into your instruction?

11. Elaborating on New Information
The instructional support member asks questions or engages participants in activities that require elaborative inferences that go
beyond what was explicitly taught.
Instructional Support Member Evidence:
☐☐ Instructional support member asks explicit questions that require participants to make elaborative inferences about the content or activity
□□ Instructional support member asks participants to explain and defend their inferences
☐☐ Instructional support member presents situations or problems that require inferences
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):
□□ When asked, participants volunteer answers to inferential questions
□□ When asked, participants provide explanations and "proofs" for inferences
Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in answering inferential questions and monitors for evidence of the extent to which the majority of participants elaborate on what was explicitly taught.	Engages participants in answering inferential questions, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

12. Re	cordi	ng and Represen	ting Knowledge			
The instru	uctional	support member engages	participants in activities	s that help record their	r understanding of new	content in
linguistic	ways a	nd/or represent the conten	t in nonlinguistic ways.			
Instructi	onal Su	pport Member Evidence	e:			
	Instruc	ctional support member as	ks participants to summa	rize the information h	ne/she has learned	
	Instruc	ctional support member as	ks participants to genera	te notes that identify c	critical information in th	e content
	Instruc	ctional support member as	ks participants to create	nonlinguistic represen	tations for new content:	
	•	Graphic organizers				
	•	Pictures				
	•	Pictographs				
	•	Flow charts				
	Instruc	ctional support member as	ks participants to create	mnemonics that organ	ize the content	
Participa	ant Evid	lence (Participants includ	e students, parents, teacl	ners, school personnel	l, and community memb	pers):
	Partici	pants' summaries and note	es include critical content			
	Partici	pants' nonlinguistic repres	sentations include critical	content		
	When	asked, participants can ex	plain the main points of t	the lesson or activity		
Scale Lev	vels: (ch	noose one)				
☐ Inn	ovating	\square Applying	\square Developing	\square Beginning	□ Not Using	☐Not Applicable

Scale

Beare					
	Innovating	Applying	Developing	Beginning	Not Using
Recording and	Adapts and creates	Engages participants	Engages participants	Uses strategy	Strategy was called for
Representing	new strategies for	in activities that help	in activities that help	incorrectly or with	but not exhibited.
Knowledge	unique participant	them record their	them record their	parts missing.	
	needs and situations	understanding of	understanding of		
	in order for the	new content in	new content in		
	desired effect to be	linguistic ways	linguistic ways		
	evident in all	and/or in	and/or in		
	participants.	nonlinguistic ways	nonlinguistic ways,		
		and monitors for	but the majority of		
		evidence of the	participants are not		
		extent to which this	monitored for the		
		enhances the	desired effect of the		
		majority of	strategy.		
		participants'			
		understanding.			

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

13. Re	flecting o	n Learning				
The instru	actional supp	ort member engages	participants in activities	that help them reflec	ct on their learning.	
Instructi	onal Suppor	t Member Evidence	e:			
	Instructional	support member as	ks participants to state or	record what he/she is	s clear about and what h	e/she is confused
	about					
	Instructional	support member as	ks participants to state or	record how hard he/s	he tried	
	Instructiona	support member as	ks participants to state or	record what he/she n	night have done to enha-	nce their learning
Participa	nt Evidence	(Participants includ	e students, parents, teach	ers, school personnel	l, and community memb	pers):
	When asked	, participants can ex	plain what he/she is clear	about and what he/sh	he is confused about	
	When asked	, participants can des	scribe how hard he/she tri	ed		
	When asked	, participants can ex	plain what he/she could h	nave done to enhance	their learning	
Scale Lev	vels: (choose	one)				
☐ Inn	ovating	\square Applying	\square Developing	\square Beginning	□Not Using	\square Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on Learning	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in reflecting on their learning and the learning process and monitors for evidence of the extent to which the majority of participants self-assess their understanding and effort.	Engages participants in reflecting on their learning and the learning process, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on Learning	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique participant needs and situations?	In addition to engaging participants in reflecting on their own learning and the learning process, how can you monitor the extent to which participants selfassess their understanding and effort?	How can you engage participants in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspects of this strategy into your instruction?

DQ3: Helping Students Practice and Deepen New Knowledge

14. Re	viewi	ng Content				
The instru	uctional	support member engages	participants in a brief r	eview of content that h	nighlights the critical in	formation.
Instructi	onal Su	pport Member Evidenc	e:			
	Instruc	ctional support member be	egins the lesson/meeting/	conference with a brie	ef review of content/info	ormation
	Instruc	ctional support member us	es specific strategies to	review information inc	cluding, but not limited	to the following:
	•	Summary				
	•	Problem that must be so	lved using previous info	ormation		
	•	Questions that require a	review of content			
	•	Demonstration/practice				
	•	Reflection				
Participa	ant Evid	lence (Participants includ	e students, parents, teac	hers, school personnel	, and community memb	pers):
	When	asked, participants can de	scribe the previous cont	ent on which the new	lesson/meeting/training	is based
	Partici	pants responses indicate th	nat they recall previous of	content/information		
		•	•			
Scale Lev	vels: (ch	noose one)				
☐ Inn	ovating	\square Applying	\square Developing	\square Beginning	□Not Using	\square Not Applicable
Scale Lev	Partici	pants responses indicate the noose one)	nat they recall previous o	content/information		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing Content	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in a brief review of content that highlights the critical information and monitors for evidence of the extent to which the majority of participants can recall and describe previous content.	Engages participants in a brief review of content that highlights the critical information, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

15. Supporting and Organizing Participants to Practice and Deepen Knowledge
The instructional support member uses grouping participants in ways that facilitate practicing and deepening knowledge.
Instructional Support Member Evidence:
□□ Instructional support member organizes participants into groups with the expressed idea of deepening their knowledge of
informational content
Instructional support member organizes participants into groups with the expressed idea of practicing a skill, strategy, or
process
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):
□□ When asked, participants can explain how the group work supports their learning
□□ While in groups participants interact in explicit ways to deepen their knowledge of informational content or, practice a
skill, strategy, or process
Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants to Practice and Deepen Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into groups to practice and deepen knowledge and monitors for evidence of the extent to which the group work extends the majority of participants learning.	Organizes participants into groups to practice and deepen knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants to Practice and Deepen Knowledge	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing participants to practice and deepen	In addition to organizing participants to practice and deepen their knowledge, how can you also	How can you organize participant into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspects of this strategy into your instruction?
		knowledge that address unique participant needs and situations?	monitor the extent to which the group work extends their learning?		

16. Using Home	work and Pr	ofessional Devel	lopment Practi	ce			
When appropriate (as o	pposed to routinely) the Instructional suppo	ort member provides ":	next steps" or homewor	k/professional		
development practice to	development practice to deepen participants' knowledge of information, a skill, or provides practice for specific skills.						
Instructional Support	Member Evidence	A.					
□□ Instructional	support member co	mmunicates a clear purp	ose for "next steps" ar	nd/or homework			
□□ Instructional	support member and	d educators agree upon "	next steps" or homewo	ork/professional develo	pment practice that		
allow the part	icipant to practice a	nd deepen their knowled	lge independently				
□□ Instructional	support member as	signs a well-crafted hon	nework assignment tha	t allows participants to	practice and deepen		
their knowled	ge independently						
Participant Evidence	(Participants inclu	de students, parents, t	eachers, school perso	nnel, and community	members):		
_	-	cribe how the "next steps					
content/inforr	content/information or help them practice a skill, strategy, or process						
	1		. 1				
Scale Levels: (choose	one)						
☐ Innovating	\square Applying	\square Developing	\square Beginning	□ Not Using	\square Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Homework	Adapts and creates	When appropriate (as	When appropriate (as	Uses strategy	Strategy was called
and Professional	new strategies for	opposed to routinely)	opposed to routinely)	incorrectly or with	for but not exhibited.
Development	unique participant	assigns	assigns	parts missing.	
Practice	needs and situations	homework/professional	homework/professional		
	in order for the	development practice	development practice		
	desired effect to be	that is designed to	that is designed to		
	evident in all	deepen knowledge of	deepen knowledge of		
	participants.	informational content	informational content		
		or practice a skill,	or practice a skill,		
		strategy, or process and	strategy, or process,		
		monitors for evidence	but the majority of		
		of the extent to which	participants are not		
		the majority of	monitored for the		
		participants understand	desired effect of the		
		the	strategy.		
		homework/professional			
		development practice.			

	Innovating	Applying	Developing	Beginning	Not Using
Using Homework	What are you	How might you adapt	In addition to assigning	How can you assign	How can you begin
and Professional	learning about your	and create new	homework	homework	to incorporate some
Development	participants as you	strategies for assigning	/professional	/professional	aspects of this
Practice	adapt and create	homework	development practice	development	strategy into your
	new strategies?	/professional	that is designed to	practice that is	instruction?
		development practice	deepen knowledge of	designed to deepen	
		that address unique	information or practice	knowledge of	
		participant needs and	a skill, strategy, or	information or	
		situations?	process, how can you	practice a skill,	
			also monitor the extent	strategy, or	
			to which the group	process?	
			work extends their		
			learning?		

17. Examining Similarities and Differences						
When the content is informational, the instructional support member helps participants deepen their knowledge by examining						
similarities and differences.						
Instructional Support Member Evidence:						
Instructional support member engages participants in activities that require participants to examine similarities and						
differences between content						
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):						
Participants artifacts indicate that their knowledge has been extended as a result of the activity						
□□ When asked, participants can explain similarities and differences						
□□ When asked about the activity, participant responses indicate that they have deepened their understanding						
Participants artifacts indicate that they can identify similarities and differences						
Scale Levels: (choose one)						
$\begin{tabular}{ll} \square Innovating & \square Applying & \square Developing & \square Beginning & \square Not Using & \square Not Applicable \\ \end{tabular}$						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining	Adapts and creates	When content is	When content is	Uses strategy	Strategy was called for
Similarities and	new strategies for	informational,	informational,	incorrectly or with	but not exhibited.
Differences	unique participant needs and situations in order for the desired effect to be evident in all participants.	engages participants in activities that require them to examine similarities and differences and monitors for evidence of the extent to which the	engages participants in activities that require them to examine similarities and differences, but the majority of participants are not monitored for the	parts missing.	out not exhibited.
		majority of the participants are deepening their knowledge.	desired effect of the strategy.		

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

1	8.	. E	xam	ining	Er	rors	in	Reaso	ning

The instructional support member assists educators in helping participants to deepen their abilities by examining their own reasoning or logic.

Instructional Support Member Evidence:

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

Participa	Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):						
	When asked,	participants can descr	ibe errors or informal fal	lacies in information			
	When asked,	participants can expla	in the overall structure of	of an argument presente	ed to support a claim		
					**		
Scale Lev	vels: (choose o	ne)					
□ Inno	ovating	☐ Applying	☐ Developing	Reginning	□ Not Using	□Not Applicable	

Scale

Inno	vating Applyin	ng Developin	g Beginning	Not Using
Examining Errors in Reasoning new strate unique pa	d creates d creates when content is informational, riticipant situations or the require them to examine their or reasoning or the	is When content is informational, engages participal in activities that require them to own examine their own reasoning or the logic of information of them as presented to the but the majority participants are result in the monitored for the desired effect of extrategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

19. Supporting Practicing Skills, Strategies, and Processes					
When the content involves a skill, strategy, or process, the instructional support member engages participants in practice activities					
that help them develop fluency.					
Instructional Support Member Evidence:					
□□ Instructional support member engages participants in massed and distributed practice activities that are appropriate to					
their current ability to execute a skill, strategy, or process					
 Guided practice if participants cannot perform the skill, strategy, or process independently 					
 Independent practice if participants can perform the skill, strategy, or process independently 					
□□ Instructional support member asks participants to examine the strength of support presented for a claim					
Statement of a clear claim					
Evidence for the claim presented					
 Qualifiers presented showing exceptions to the claim 					
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):					

□□ Participants perform the skill, strategy, or process with increased confidence □□□ Participants perform the skill, strategy, or process with increased competence

☐ Developing

 \square Applying

Scale

Scale Levels: (choose one)

Innovating

	Innovating	Applying	Developing	Beginning	Not Using
Supporting	Adapts and creates	When content	When content	Uses strategy	Strategy was called for but not exhibited.
Practicing Skills, Strategies, and	new strategies for unique participant	involves a skill, strategy, or process,	involves a skill, strategy, or process,	incorrectly or with parts missing.	but not exhibited.
Processes	needs and situations in order for the desired effect to be evident in all participants	engages participants in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of participants' fluency.	engages participants in practice activities, but the majority of participants are not monitored for the desired effect of the strategy.		

 \square Beginning

 \square Not Using

 \square Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
Supporting	What are you	How might you	In addition to	How can you engage	How can you begin to
Practicing Skills,	learning about your	adapt and create	engaging participants	participants in	incorporate some
Strategies, and	participants as you	practice activities	in practice activities,	activities when	aspects of this strategy
Processes	adapt and create new strategies?	that increase fluency and address unique participant needs and situations?	how can you monitor the extent to which the practice is increasing participant fluency?	content involves a skill, strategy, or process?	into your instruction?

20. Re	vising Kn	owledge						
The instr	The instructional support member supports participants in the revision of knowledge and self-monitoring of previous knowledge							
about con	ntent.							
Instructi	onal Support	Member Evidence	2:					
	When asked,	the participant can	explain previous incorrec	t responses				
	When asked,	the participant can	explain how his/her under	erstanding or producti	on of the skill has chang	ged		
Participa	ant Evidence	Participants includ	e students, parents, teach	ers, school personnel	l, and community memb	ers):		
	Participant m	akes corrections to	incorrect responses.					
	When asked,	participants can ex	plain previous errors or n	nisconceptions they ha	ad about content			
	Instructional	support member as	ks participants to examin	e previous entries in t	their academic notebooks	s or notes		
	Instructional	support member ha	s participants explain ho	w their understanding	has changed and how th	ne correct response		
	is produced.							
Scale Le	vels: (choose o	one)		_				
☐ Inn	ovating	\square Applying	\square Developing	\square Beginning	□ Not Using	\square Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in revision of previous content and monitors for evidence of the extent to which these revisions deepen the majority of participants' understanding.	Engages participants in revision of previous content, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

DQ4: Helping Students Generate and Test Hypotheses

21. Supporting and Organizing Participants for Cognitively Complex Tasks							
The instructional support member assists the educator in organizing the class in such a way as to facilitate participants working on							
complex tasks that require them to generate and test hypotheses.							
Instructional Support Member Evidence:							
□□ Instructional support member assists the educator in establishing the need to generate and test hypotheses							
□□ Instructional support member assists the educator in organizing participants to generate and test hypotheses							
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):							
□□ Participant are clearly working on tasks that require them to generate and test hypotheses							
□□ When asked, participants can explain the hypothesis they are testing							
□□ When asked, participants can explain whether their hypothesis was confirmed or disconfirmed							
Scale Levels: (choose one)							
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable							

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants for Cognitively Complex Tasks	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of participants.	Organizes participants into groups to facilitate working on cognitively complex tasks, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

22. Su	22. Supporting and Engaging Participants in Cognitively Complex Tasks Involving								
Hypot	Hypothesis Generation and Testing								
The instru	uctional suppo	rt member assists t	he educator in organizir	ng the class in such a v	vay that engages partic	ipants in complex			
tasks that	require them t	o generate and test	hypotheses.						
Instructi	onal Support	Member Evidence	e:						
	Instructional	support member as	sists the educator in esta	blishing the need to go	enerate and test hypothe	eses			
	Instructional	support member as	sists the educator in org	anizing participants to	generate and test hypot	theses			
Participa	ant Evidence (Participants includ	e students, parents, teac	hers, school personnel	l, and community mem	bers):			
	Participant ar	e clearly working o	on tasks that require then	n to generate and test h	rypotheses				
	When asked,	participants can exp	plain the hypothesis they	are testing					
	□□ When asked, participants can explain whether their hypothesis was confirmed or disconfirmed								
Scale Lev	vels: (choose o	ne)							
☐ Inn	ovating	\square Applying	\square Developing	□Beginning	□ Not Using	☐ Not Applicable			

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and	Adapts and creates	Engages participants	Engages participants	Uses strategy	Strategy was called for
Engaging	new strategies for	in cognitively	in cognitively	incorrectly or with	but not exhibited.
Participants in	unique participant	complex tasks (e.g.	complex tasks (e.g.	parts missing.	
Cognitively	needs and situations	decision making,	decision making,		
Complex Tasks	in order for the	problem solving,	problem solving,		
Involving	desired effect to be	experimental	experimental		
Hypothesis	evident in all	inquiry,	inquiry,		
Generation and	participants.	investigation) and	investigation), but		
Testing		monitors for	the majority of		
		evidence of the	participants are not		
		extent to which the	monitored for the		
		majority of	desired effect of the		
		participants are	strategy.		
		generating and			
		testing hypotheses.			

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies organizing participants to complete the assigned tasks?	In addition to engaging participants in groups for tasks, how can you monitor the extent to which participants are completing the tasks?	How can you engage participants in tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

23. Providing Res	sources and	Guidance						
The instructional support	The instructional support member acts as a resource provider and guide as participants engage in educational tasks.							
Instructional Support M	ember Evidence	:						
□□ Instructional su	pport member ass	sists participants who nee	ed guidance or resource	es				
□□ Circulates aroun	d the room		-					
□□ Provides easy a	ccess to himself/h	erself						
□□ Instructional su	pport member as	sists participants during t	he class to determine	their needs for extended	d practice of tasks			
□□ Instructional su	port member vo	lunteer's resources and g	guidance as needed by	the entire class, group of	of students, or			
individual studer	nts		•					
Participant Evidence (Pa	articipants includ	e students, parents, teach	ers, school personnel.	, and community memb	pers):			
_	•	ne teacher for advice and	•	•	,			
	*	nts can explain how the			chieving mastery			
of their goals	.		P	<i>G</i>	,			
or their goals								
Scale Levels: (choose one	e)							
☐ Innovating	☐ Applying	☐ Developing	\square Beginning	□Not Using	\square Not Applicable			

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing	Adapts and creates	Acts as a guide and	Acts as a guide and	Uses strategy	Strategy was called for
Resources and	new strategies for	resource provider as	resource provider as	incorrectly or with	but not exhibited.
Guidance	unique participant needs and situations in order for the desired effect to be evident in all participants.	participants engage in tasks and monitors for evidence of the extent to which the majority of participants request and use guidance and resources.	participants engage in tasks, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

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

DQ5: Engaging Students

24. Noticing When Participants are Not Engaged							
The Instructional support member scans the room making note of when participants are not engaged and takes overt action.							
Instructional Support Member Evidence:							
□□ Instructional support member notices when specific participants or groups of participants are not engaged							
□□ Instructional support member notices when specific participants or groups of participants are not engaged							
□□ Instructional support member takes action to re-engage participants							
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):							
Participants appear aware of the fact that the teacher is taking note of their level of engagement							
Participants try to increase their level of engagement when prompted							
□□ When asked, participants explain that the teacher expects high levels of engagement							
Scale Levels: (choose one)							
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable							

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing When Participants are Not Engaged	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Scans the room making note of when participants are not engaged and takes action and monitors for evidence of the extent to which the majority of participants re- engage.	Scans the room making note of when participants are not engaged and takes action, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

26. Managing Response Rates						
The Instructional support member uses response rate techniques to maintain participant engagement.						
Instructional Support Member Evidence:						
□□ Instructional support member uses wait time						
□□ Instructional support member uses response cards						
□□ Instructional support member uses hand signals or other visual cues to respond to questions						
□□ Instructional support member collect data on participants' responses						
□□ Instructional support member uses response chaining						
During an evaluation session, the instructional support member uses correct standardization for response rate when						
appropriate						
During an evaluation session, the instructional support member uses adapted response time when appropriate						
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):						
Multiple participants or the entire class/audience responds to questions posed by the Instructional support member and/or						
educator						
□□ When asked, participant can describe their thinking about specific questions posed by the Instructional support member						
and/or educator						
Scale Levels: (choose one)						
$\begin{tabular}{ll} \square Innovating & \square Applying & \square Developing & \square Beginning & \square Not Using & \square Not Applicable \\ \end{tabular}$						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing Response Rates	Innovating Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Applying Uses response rate techniques to maintain participant engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of	Developing Uses response rate techniques to maintain participant engagement in questions, but the majority of participants are not monitored for the desired effect of the strategy.	Beginning Uses strategy incorrectly or with parts missing.	Not Using Strategy was called for but not exhibited.
		participants engaged.			

	Innovating	Applying	Developing	Beginning	Not Using
Managing	What are you	How might you	In addition to using	How can you use	How can you begin to
Response Rates	learning about your	adapt and create new	response rate	response rate	incorporate some
	participants as you	response rate	techniques to	techniques to	aspects of this strategy
	adapt and create new	techniques to	maintain participant	maintain participant	into your instruction?
	strategies?	maintain participant	engagement in	engagement in	
		engagement in	questions, how can	questions?	
		questions that	you monitor the		
		address unique	extent to which the		
		participant needs and	techniques keep		
		situations?	participants		
			engaged?		

27. Usi	27. Using Physical Movement						
The Instru	actional suppo	rt member uses phy	ysical movement to mair	tain participant engaș	gement.		
Instructi	onal Support	Member Evidence	e:				
		* *	es stand up and stretch o			.	
	Instructional	support member us	es activities that require	participants to physica	ally move to respond to	questions	
		with your feet					
		•	m that represents the ans				
			ses acting/modeling conte		•		
	Instructional	support member us	ses give-one-get-one activ	vities that require part	icipants to move about the	he room	
Participa	int Evidence (Participants includ	e students, parents, teach	ners, school personnel	l, and community memb	ers):	
			al activities designed by	* *			
• '	 When asked, participants can explain how the physical movement keeps their interest and helps them learn 						
Scale Lev	vels: (choose o	one)					
☐ Inn	ovating	☐ Applying	☐ Developing	□Beginning	□ Not Using	☐ Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Physical	Adapts and creates	Uses physical	Uses physical	Uses strategy	Strategy was called for
Movement	new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	movement to maintain participant engagement and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	movement to maintain participant engagement, but the majority of participants are not monitored for the desired effect of the strategy.	incorrectly or with parts missing.	but not exhibited.

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

28. Maintaining a Lively Pace						
The Instructional support member uses pacing techniques to maintain participants'/recipients' engagement.						
Instructional Suppo	rt Member Evidenc	e:				
□□ Instruction	al support member us	es crisp transitions from	one activity to another	r		
□□ Instruction	al support member us	ses altering pace appropri	ately (i.e. speeds up ar	nd slows down)		
Participant Evidenc	e (Participants includ	le students, parents, teacl	ners, school personnel	, and community memb	pers):	
□□ Participant	s quickly adapt to trai	nsitions and re-engage wh	hen a new activity is b	egun		
□□ When aske	d about the pace of th	e class, participants desc	ribe it as not too fast o	or not too slow		
Scale Levels: (choos	e one)					
☐ Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	\square Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a Lively Pace	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses pacing techniques to maintain participants' engagement and monitors for evidence of the extent to which these techniques keep the majority of participants engaged.	Uses pacing techniques to maintain participants' engagement, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a	What are you	How might you	In addition to pacing	How can you use	How can you begin to
Lively Pace	learning about your participants as you adapt and create new strategies?	adapt and create new pacing techniques that address unique participant needs and situations?	techniques to maintain participants' engagement, how can you monitor the extent to which participants keep engaged?	pacing techniques to maintain participants' engagement?	incorporate some aspects of this strategy into your instruction?

29. De	29. Demonstrating Intensity and Enthusiasm						
The Instr	uctional suppor	rt member demon	strates intensity and enth	usiasm for the conten	t in a variety of ways.		
Instructi	onal Support l	Member Evidenc	e:				
	Instructional s	support member de	escribes personal experien	nces that relate to the	content		
	Instructional s	support member sig	gnals excitement for cont	ent by:			
	 Physic 	cal gestures					
	 Voice 	tone					
	 Dram 	atization of inform	nation				
	Instructional s	support member ov	ertly adjusts energy level				
Participa	nt Evidence (Participants includ	le students, parents, teacl	hers, school personnel	l, and community memb	pers):	
	When asked,	participants say th	at the teacher "likes the o	content" and "likes tea	aching" or evaluating par	rticipants.	
	Participants'	attention levels inc	crease when the teacher d	emonstrates enthusias	m and intensity for the	content	
	•				•		
Scale Lev	vels: (choose o	ne)					
☐ Inn	ovating	☐ Applying	☐ Developing	□Beginning	□ Not Using	□ Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	Adapts and creates	Demonstrates	Demonstrates	Uses strategy	Strategy was called for
Intensity and	new strategies for	intensity and	intensity and	incorrectly or with	but not exhibited.
Enthusiasm	unique participant needs and situations in order for the desired effect to be evident in all participants.	enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority of participants' engagement increases.	enthusiasm for the content in a variety of ways, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

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

30. Us	30. Using Friendly Controversy							
The instru	The instructional support member uses friendly controversy techniques to maintain participant engagement.							
Instructi	onal Support	Member Evidence	2 :					
	Instructional	support member str	uctures mini-debates abou	ut the content				
	Instructional	support member ha	s participants examine m	ultiple perspectives an	nd opinions about the co	ntent		
	Instructional	support member eli	cits different opinions on	content from membe	ers of the class			
Participa	ant Evidence	(Participants includ	e students, parents, teach	ers, school personnel	, and community memb	ers):		
	Participants of	engage in friendly c	ontroversy activities with	enhanced engagemen	nt			
	When asked,	participants describ	e friendly controversy ac	ctivities as "stimulating	g," "fun," and so on			
	When asked, participants explain how a friendly controversy activity helped them better understand the content							
			·					
Scale Le	vels: (choose o	one)						
☐ Inn	ovating	\square Applying	\square Developing	\square Beginning	□ Not Using	\square Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Friendly Controversy	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be	Uses friendly controversy techniques to maintain participant engagement and monitors for	Uses friendly controversy techniques to maintain participant engagement, but the majority of	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
	evident in all participants.	evidence of the effect on the majority of participants' engagement.	participants are not monitored for the desired effect of the strategy.		

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

31. Proving Opportuni	ties for Participants	to Talk About	Themselves					
The Instructional support member	provides participants with op	portunities to relate wh	at is being addressed in					
class/meetings/workshops to their	class/meetings/workshops to their personal interests.							
Instructional Support Member	Evidence:							
□□ Instructional support me	mber is aware of participant in	nterests and makes conn	nections between these in	terests and content				
or in developing rapport	during an evaluation session							
□□ Instructional support m	ember structures activities that	ask participants to mak	e connections between the	ne content and their				
personal interests								
□□ Instructional support me	ember is aware of and or expla	ins to participants how	content relates to their pe	ersonal interests				
Participant Evidence (Participan	ts include students, parents, te	achers, school personne	el, and community memb	pers):				
□□ Participants engage in a	ctivities that require them to n	nake connections between	en their personal interests	and the content				
□□ Participants become act	ively engaged in the evaluation	process						
□□ When asked, participant	s explain how making connect	tions between content a	nd their personal interest	s engages them and				
helps them better unders	and the content							
Scale Levels: (choose one)								
☐ Innovating ☐ Apply	ying Developing	\square Beginning	□Not Using	\square Not Applicable				

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Opportunities for Participants to Talk About Themselves	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provide participants with opportunities to relate what is being addressed in class to their personal interests and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	Provide participants with opportunities to relate what is being addressed in class to their personal interests, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions								
	Innovating	Applying	Developing	Beginning	Not Using			
Providing	What are you	How might you	In addition to	How can you	How can you begin to			
Opportunities for	learning about your	adapt and create new	providing	provide participants	incorporate some			
Participants to Talk	participants as you	techniques for	participants with	with opportunities to	aspects of this strategy			
About Themselves	adapt and create new	providing	opportunities to	relate to what is	into your instruction?			
	strategies?	participants with	relate what is being	being addressed in				
		opportunities to	addressed in class to	class to their				
		relate what is being	their personal	personal interests?				
		addressed in class to	interests, how can					
		their personal	you monitor the					
		interests that address	extent to which these					
		unique participant	activities enhance					
		needs and situations?	participant					
			engagement?					

32. Presenting Unusual or Intriguing Information							
The Instructional support member uses unusual or intriguing information about the content in a manner that enhances participant							
engagement.							
Instructional Support Member Evidence:							
☐☐ Instructional support member systematically provides interesting facts and details about the content							
□□ Instructional support member encourages participants to identify interesting information about the content							
□□ Instructional support member engages participants in activities like "Believe it or not" about the content							
Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):							
□□ Participants' attention increases when unusual information is presented about the content							
□□ When asked, participants explain how the unusual information makes them more interested in the content							
Scale Levels: (choose one)							
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable							

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting Unusual or Intriguing Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses unusual or intriguing information about the content and monitors for evidence of the extent to which this information enhances the majority of participants' interest in the content.	Uses unusual or intriguing information about the content, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Presenting Unusual or Intriguing Information	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique participant needs and situations?	In addition to, using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances participants' interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate some aspects of this strategy into your instruction?

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating Withitness						
The Instructional supp	ort member uses be	haviors associated with '	"withitness" to mainta	in adherence to rules ar	nd procedures.	
Instructional Support	Member Evidenc	ee:				
□□ Instructional	support member pl	hysically occupies all qua	drants of the room			
□□ Instructional	support member so	cans the entire room/setti	ng making eye contact	t with all participants/re	cipients	
□□ Instructional	support member re	ecognizes potential source	es of disruption		_	
	••		•			
Participant Evidence	(Participants include	de students, parents, teac	hers, school personnel	l, and community memb	pers):	
□□ Participants	recognize that the I	nstructional support mem	ber is aware of their b	ehavior		
When asked, participants describe the Instructional support member as "aware of what is going on" or "has eyes on the						
back on the back of his/her head						
Scale Levels: (choose	ona)					
_ `	<u></u>	□ D1	□D i.u.iu	□N-4H-in-	□NI-4 A1:1-1-	
☐ Innovating	☐ Applying	☐ Developing	□Beginning	□ Not Using	□Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Withitness	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses behaviors associated with "withitness" and monitors for evidence of the effect on the majority of participants' behavior.	Uses behaviors associated with "withitness", but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Withitness learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning about your lechniques for using learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning about your participants as you lechniques for using learning learning about your participants as you lechniques for using learning learning learning about your participants as you lechniques for using learning le		Innovating	Applying	Developing	Beginning	Not Using
	9	What are you learning about your participants as you adapt and create new	How might you adapt and create new techniques for using behaviors associated with "withitness" that address unique participant needs and	In addition to using behaviors associated with "withitness", how can you monitor the effect on participants'	How can you use behaviors associated	How can you begin to

34. Ap	34. Applying Consequences for Lack of Adherence to Norms						
The Instr	ructional support member applies consequences for not following norms consistently and fairly.						
Instructi	ional Support Member Evidence:						
	Instructional support member provides nonverbal signals when participants' behavior is not appropriate						
	Eye contact						
	 Proximity 						
	Tap on the Desk						
	Shaking head, no						
	Instructional support member provides verbal signals when participants' behavior is not appropriate						
	 Tells participants to stop 						
	 Tells participants that their behavior is in violation of a rule or procedure 						
	Instructional support member utilizes group contingency consequences when appropriate (i.e. whole group must						
	demonstrate a specific behavior)						
	Instructional support member involves the home when appropriate (i.e. makes a call home to parents to help extinguish						
	inappropriate behavior)						
Participa	ant Evidence (Participants include students, parents, teachers, school personnel, and community members):						
	Participants cease inappropriate behavior when signaled by the teacher						
	Participants accept consequences as part of the way class is conducted						
	When asked, participants describe the teacher as fair in application of norms						
Scale Le	evels: (choose one)						
☐ Inn	novating \square Applying \square Developing \square Beginning \square Not Using \square Not Applicable						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying Consequences for Lack of Adherence to Norms	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Applies consequences for not following norms consistently and fairly, and monitors for evidence of the extent to which norms are followed by the majority of participants.	Applies consequences for not following norms consistently and fairly, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Applying Consequences for Lack of Adherence to Norms	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following norms consistently and fairly that address unique participant needs and situations?	In addition to, applying consequences for not following norms consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following norms consistently and fairly?	How can you begin to incorporate some aspects of this strategy into your instruction?

35. Ac	know	ledging Adheren	ce to Norms					
The Instru	The Instructional support member acknowledges adherence to norms.							
Instructi	onal Sup	oport Member Evidence	:					
	Instruct	ional support member pro	ovides nonverbal signals	s that a norm has been	followed:			
	•	Smile						
	•	Nod of head						
	•	High Five						
	Instruct	ional support member giv	es verbal cues that a no	rm has been followed:				
	•	Thanks students\recipies	nt for following norms					
	•	Describes participant be		orms				
	Instruct	ional support member not			d			
		ional support member use						
	•	Certificate of merit						
Dorticino	nt Evid	ence (Participants include	estudante norante taca	hare sahaal parsannal	and community mam	hars):		
		ence (Farticipants include eants appear appreciative (beis).		
00	_							
		sked, participant describe	* *	•				
	The nul	mber of students/recipient	s adhering to norms me.	reases				
~								
Scale Lev	•	oose one)						
☐ Inn	ovating	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable		

Scale

Innovating Applying Developing	Beginning	Not Using
Acknowledging Adapts and creates Acknowledges Acknowledges Acknowledges U Adherence to new strategies for adherence to norms adherence to norms iii	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging	What are you	How might you	In addition to	How can you	How can you begin to
Adherence to	learning about your	adapt and create new	acknowledging	acknowledge	incorporate some
Norms	participants as you adapt and create new strategies?	strategies and techniques for acknowledging adherence to norms and procedures consistently and fairly that address unique participant needs and situations?	adherence to norms consistently and fairly, how can you monitor the extent to which new actions affect participants' behavior?	adherence to norms consistently and fairly?	aspects of this strategy into your instruction?

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Participants' Interests and Backgrounds							
The instructional suppor	The instructional support member uses participants' interests and background to produce a climate of acceptance and community.						
Instructional Support N	Member Evidence	:					
□□ Instructional s	support member ha	s side discussions with p	participants and colleag	gues about events in thei	ir life		
□□ Instructional s	support member ha	s discussions with partic	cipants and colleagues	about topics in which he	e/she is interested		
□□ Instructional s	support member bu	ilds participants' interes	ts into their interaction	S			
Participant Evidence (I	Participants includ	e students, parents, teac	hers, school personnel	, and community memb	ers):		
□□ When asked, p	articipants and col	leagues describe the ins	tructional support men	nber as someone who ki	nows him/her		
and/or is interes	sted in him/her						
□□ When asked, participants and colleagues say they feel accepted by the instructional support member							
			1				
Scale Levels: (choose or	ne)						
☐ Innovating	☐ Applying	\square Developing	\square Beginning	□Not Using	☐Not Applicable		
☐ Innovating	☐ Applying	☐ Developing	∐Beginning	□Not Using	□Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Participants' Interests and Backgrounds	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses participants' interests and background during interactions with participants and monitors for evidence of the sense of community in the classroom among the majority of participants.	Uses participants' interests and background during interactions with participants, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Participants' Interests and Backgrounds	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using participants' interests and backgrounds during interactions with participants that address unique participant needs and situations?	In addition to using participants' interests and background during interactions with participants, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use participants' interests and background during interactions with participants?	How can you use participants' interests and background during interactions with participants?

37. Usii	ng Verbal and Nonve	erbal Behaviors t	that Indicate A	ffection for Par	ticipants
When appr	opriate, the instructional suppo	ort member uses verbal a	nd nonverbal behavior	that indicates caring fo	or participants or
colleagues					
Instruction	nal Support Member Evidend	e:			
ac	Instructional support member c complishments				
	Instructional support member e ademics	ngages in informal conve	rsations with participa	nts or colleagues that a	e not related to
	Instructional support member u	ses humor with participar	nts and colleagues who	en appropriate	
	Instructional support member s	miles, nods, (etc.) at parti	cipants and colleagues	s when appropriate	
Participan	t Evidence (Participants inclu	de students, parents, teac	hers, school personnel	, and community meml	pers):
	When asked, participants and/o				o cares for him/her
	Participants respond to instructi	onal support member's v	erbal and non-verbal i	nteractions	
Scale Leve	els: (choose one)				
☐ Inno	vating \square Applying	\square Developing	\square Beginning	\square Not Using	\square Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses verbal and nonverbal behaviors that indicate caring for participants and monitors for evidence of the quality of relationships among the majority of participants.	Uses verbal and nonverbal behaviors that indicate caring for participants, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for participants that address unique participant needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for participants, how can you monitor the quality of relationships with participants?	How can you use verbal and nonverbal behaviors that indicate caring for participants?	How can you begin to incorporate some aspects of this strategy into your instruction?

38. Dis	38. Displaying Objectivity and Control							
The instru	uctional suppo	rt member behaves	in an objective and cont	rolled manner.				
Instructi	onal Support	Member Evidenc	e:					
	Instructional	support member do	es not exhibit extremes in	n positive or negative	emotions			
	Instructional	support member ad	ldresses inflammatory iss	ues and events in a ca	alm and controlled mann	er		
	Instructional	support member in	teracts with all participan	ts and colleagues in the	he same calm and contro	olled fashion		
	Instructional	support member do	oes not demonstrate perso	nal offense at particip	oant misbehavior			
Particip	ant Evidence	(Participants inclu	de students, parents, teac	hers, school personne	el, and community mem	bers):		
	Participants a	and colleagues repo	rt they are settled by the	instructional support	member's calm demeand	or		
	When asked,	participants and co	olleagues describe the inst	tructional support men	mber as in control of hin	nself/herself in all		
1	situations							
□□ When asked, participants and colleagues say that the instructional support member does not hold grudges or take things								
	personally							
Scale Lev	vels: (choose o	one)						
☐ Inn	ovating	\square Applying	\square Developing	\square Beginning	□ Not Using	\square Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Objectivity and new control un new in des	dapts and creates ew strategies for nique participant eeds and situations n order for the esired effect to be vident in all articipants.	Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate the majority of participants.	Behaves in an objective and controlled manner, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Displaying Objectivity and Control	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique participant needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate some aspects of this strategy into your instruction?

DQ9: Communicating High Expectations for All Students

39. D	39. Demonstrating Value and Respect for Low Expectancy Participants						
The inst	ructional support member exhibits behaviors that demonstrate value and respect for low expectancy participants.						
Instruct	tional Support Member Evidence:						
	The state of the s						
	Instructional support member provides low expectancy participants with nonverbal indications that he/she is valued and						
	respected:						
	Makes eye contact						
	• Smiles						
	Makes appropriate physical contact						
	Instructional support member provides low expectancy participants with verbal indications that he/she is valued and						
	respected:						
	 Playful dialogue 						
	Addressing participants in a manner they view as respectful						
	Instructional support member does not allow negative comments about low expectancy participants						
	Instructional support member sets high expectations for all participants						
Particin	pant Evidence (Participants include students, parents, teachers, school personnel, and community members):						
σâ	When asked, participants and/or colleagues say that the instructional support member cares for all participants						
Scale Le	evels: (choose one)						
□ In	novating \square Applying \square Developing \square Beginning \square Not Using \square Not Applicable						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	Adapts and creates	Exhibits behaviors	Exhibits behaviors	Uses strategy	Strategy was called for
Value and Respect	new strategies for	that demonstrate	that demonstrate	incorrectly or with	but not exhibited.
for Low	unique participant	value and respect for	value and respect for	parts missing.	
Expectancy	needs and situations	low expectancy	low expectancy		
Participants	in order for the	participants and	participants, but the		
	desired effect to be	monitors for	majority of		
	evident in all	evidence of the	participants are not		
	participants.	impact on the	monitored for the		
		majority of	desired effect of the		
		participants.	strategy.		

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	What are you	How might you	In addition to	How can you exhibit	How can you begin to
Value and Respect	learning about your	adapt and create new	exhibiting behaviors	behaviors that	incorporate some
for Low	participants as you	strategies and	that demonstrate	demonstrate value	aspects of this strategy
Expectancy	adapt and create new	techniques for	value and respect for	and respect for low	into your instruction?
Participants	strategies?	behaviors that	low expectancy	expectancy	
		demonstrate value	participants, how can	participants?	
		and respect for low	you monitor the		
		expectancy	impact on low		
		participants that	expectancy		
		address unique	participants?		
		participant needs and			
		situations?			

ADDITIONAL ELEMENTS

A. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors							
The instructional support member utilizes specific techniques and strategies relating to his/her plan of work for non-traditional, emerging students, and departmental needs.							
Instructional Support Member Evidence:							
Instructional support member implements and monitors specific strategies and behaviors in his/her area of responsibility for non-traditional, emerging students, and departmental needs							
Instructional support member analyzes specific causes of success or difficulty							
Instructional support member can explain the differential effects of specific strategies and behaviors that yield results for							
non-traditional, emerging students, and departmental needs							
Doubleimant Evidence.							
Participant Evidence:							
N/A							
Scale Levels: (choose one)							
\square Innovating \square Applying \square Developing \square Beginning \square Not Using \square Not Applicable							

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Specific Pedagogical	The instructional support member is a recognized leader in helping others with	The instructional support member implements specific strategies and a	The instructional support member implements specific strategies and a	The instructional support member attempts to perform this activity but does	The instructional support member makes no attempt to perform this activity.
Strategies and Behaviors	this activity.	behavior regarding his/her plan of work and identifies the reasons for their effectiveness.	behavior regarding his/her plan of work but does not accurately identify the reasons for their effectiveness.	not actually complete or follow through with these attempts.	

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the	N/A	N/A	N/A	N/A	N/A
Effectiveness of					
Specific					
Pedagogical					
Strategies and					
Behaviors					

The instructional support member implements the available traditional resources (materials and human) for use in his/her plan of work and/or instructional activities.	
Instructional Support Member Evidence:	
☐☐ Instructional support member outlines resources within the immediate work environment or school that will be used	
enhance participants' understanding of the content Instructional support member outlines resources within the community that will be used to enhance participants'	
understanding of the content	
☐☐ Instructional support member utilizes the resources within the immediate work environment and/or the school will be	
used to enhance participants' understanding of the content	
Instructional support member utilizes resources within the community will be used to enhance participants' understanding	
of the content	
Participant Evidence:	
NT/A	
N/A	
Scale Levels: (choose one)	
\square Innovating \square Applying \square Developing \square Beginning \square Not Using \square Not Applicate	ole

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Implementing Traditional Resources	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member implements the available traditional resources that can enhance participant understanding and the manner in which they will be used.	The instructional support member implements the available traditional resources that can enhance participant understanding but does not identify the manner in which they will be used.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

	Innovating	Applying	Developing	Beginning	Not Using
Implementing	N/A	N/A	N/A	N/A	N/A
Traditional					
Resources					

C. Implementing New Technologies	
The instructional support member implements the use of available technology that can enhance his/her plan of work and/or	
participants' understanding of content in an instructional activity.	
Instructional Support Member Evidence:	
☐☐ Instructional support member implements available technology that will be used:	
 Interactive whiteboards 	
 Response systems 	
Digital templates	
 Social networking sites 	
• Blogs	
 Discussion boards 	
□□ Instructional support member demonstrates how the technology will be used to enhance participant learning	
☐☐ Instructional support member can demonstrate how the technology will be used to reach his/her goals	
□□ Instructional support member can demonstrate how the technology will be used to enhance participant learning	
Participants Evidence:	
N/A	
Scale Levels: (choose one)	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Implementing New	The instructional	The instructional	The instructional	The instructional	The instructional
Technologies	support member is a	support member	support member	support member	support member makes
	recognized leader in	identifies the	identifies the	attempts to perform	no attempt to perform
	helping others with	available	available	this activity but does	this activity.
	this activity	technologies that can	technologies that can	not actually	
		enhance his/her plan	enhance his/her plan	complete or follow	
		of work or	of work and/or	through with these	
		participant	participant	attempts.	
		understanding and	understanding but		
		the manner in which	does not identify the		
		they will be used.	manner in which		
			they will be used.		

	Innovating	Applying	Developing	Beginning	Not Using
Implementing New	N/A	N/A	N/A	N/A	N/A
Technologies					

Domain 1: Strategies and Behaviors

SADES Learning Map Media Specialists

esson Segment: Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

- Presenting Clear Learning Goals and Feedback
- 3. Celebrating Success

DQ6: Establishing Rules and Procedures

4. Establishing Media Center Routines

Lesson Segment: Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Information
- 7. Organizing Students to Interact with New Knowledge
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Processing New Information
- 11. Elaborating on New Information
- 12. Recording and Representing New Knowledge
- 13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 17. Examining Similarities and Differences
- 18. Examining Errors in Reasoning
- 19. Practicing Skills, Strategies, and Processes
- 20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance

Lesson Segment: Enacted on the Spot

DQ5: Engaging Students

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Students' Interests and Backgrounds
- 37. Using Verbal and Nonverbal Behaviors that Indicate Caring for Students
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students

Additional Elements

- D. Demonstrating Inquiry---Based Learning and Research Process
- E. Implementing Processes to Motivate Reading for Intrinsic Value
- F. Demonstrating use of local school district (if available and required) and School Online Resources
- G. Using Selection Tools and a Collection Development Plan to Purchase Resources
- H. Organizing and Maintaining the Physical and Virtual Space to Support Personalized Learning and Flexible Use of the Media Center
- I. Coordinating Literacy Activities to Support Multiple Interests, Learning Styles and Academic Needs



Domain 2: Planning and Preparing

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

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

49. Needs of Students Who Lack Support for Schooling

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting School Development

- 59. Adhering to School Rules and Procedures
- 60. Participating in School Initiatives



DQ1: Communicating Learning Goals and Feedback

1. Pres	1. Presenting Clear Learning Goals and Feedback							
The library	The library media specialist provides a clearly stated learning goal.							
Library N	Iedia Specialist	Evidence						
	Has a learning go	al posted so that all	students can see it.					
	The learning goa	l is a clear statement	of knowledge or infor	mation as opposed to	an activity or assignm	ent.		
	Makes reference	to the learning goal t	throughout the lesson.					
	Has a scale or rub	oric that relates to the	e learning goal posted s	so that all students ca	n see it.			
	Makes reference	to the scale or rubric	throughout the lesson.					
	Supports the lear	ning goals of the cla	ssroom teacher and/or	the school-based curr	iculum.			
	**							
Student E	vidence							
	When asked, stud	lents can explain the	learning goal for the le	esson.				
	When asked, stud	dents can explain ho	w their current activitie	s relate to the learnin	g goal.			
		·						
Scale Lev	els: (choose one)							
	Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Scale for Presenting	Adapts and creates	Provides a clearly	Provides a clearly	Uses strategy	Strategy was called for
Clear Learning	new strategies for	stated learning goal	stated learning goal	incorrectly or with	but not exhibited.
Goals and	unique student needs	accompanied by a	by a scale or rubric	parts missing.	
Feedback	and situations in	scale or rubric that	that describes level		
	order for the desired	describes levels of	of performance, but		
	effect to be evident	performance and	the majority of		
	in all students.	monitors for	students are not		
		evidence of the	monitored for the		
		majority of students'	desired effect of the		
		understanding of the	strategy.		
		learning goal and			
		levels of			
		performance.			

refrection Ques		A nolying	Davialanina	Daginning	Not Haina
	Innovating	Applying	Developing	Beginning	Not Using
Scale for Presenting	What are you	How might you	In addition to	How can you	How can you begin to
Clear Learning	learning about your	adapt and create new	providing a clearly	provide a clearly	incorporate some
Goals and	participants as you	strategies for	stated learning goal	stated learning goal	aspects of this strategy
Feedback	adapt and create new	providing clearly	accompanied by a	accompanied by a	into your instruction?
	strategies?	stated learning goals	scale or rubric that	scale or rubric that	
		and rubrics that	describes levels of	describes levels of	
		address the unique	performance, how	performance?	
		participant needs and	can you monitor		
		situations?	participant's		
			understanding of the		
			learning goal and the		
			levels of		
			performance?		

3. Cel	ebrating Su	ccess				
The libra	ry media speciali	st recognizes students	s for academic or progr	ram achievement.		
Librar	y Media Spec	ialist Evidence				
	Involves student	ts in designing classro	om routines.			
	Uses classroom	meetings to review an	nd process rules and pr	ocedures.		
		ts of rules and procedu				
	Asks students to	restate or explain rul	es and procedures.			
	Provides cues of	r signals when a rule of	or procedure should be	used.		
	Establishes proc	cedures for student use	e of the resources.			
	Establishes proc	cedures for instruction	in small and large gro	up settings.		
	Establishes proc	cedures for teacher use	e of resources.			
	Establishes proc	cedures for parent/com	nmunity use of resource	es.		
Studen	t Evidence					
	Students follow	clear routines during of	class.			
	When asked, stu	idents can describe es	tablished rules and pro	cedures.		
	When asked, stu	idents describe the me	edia center as an orderly	y place.		
	□ Students recognize cues and signals by the teacher.					
	Students regulate	e their own behaviors.				
Scale Le	vels: (choose one	;)		_		
	■ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Establishes a systematic celebration of student success and monitors for evidence of the extent to which the majority of students are motivated to	Occasionally celebrates students' accomplishments but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
		enhance their status.			

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status that addresses a unique student need and situation?	In addition to providing students with recognition of their current status, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and the progress they are making towards the learning goal?	How can you begin to incorporate some aspect of this strategy in your instruction?

DQ6: Establishing Rules and Procedures

4. Esta	4. Establishing Media Center Routines						
The libra	The library media specialist reviews expectations regarding rules and procedures to ensure their effective execution.						
Library	Media Specialis	t Evidence					
	Involves studen	ts in designing classro	om routines.				
	Uses classroom	meetings to review ar	nd process rules and pro	ocedures.			
	Reminds studen	ts of rules and procedu	res.				
	Asks students to	restate or explain rule	es and procedures.				
	Provides cues o	r signals when a rule o	or procedure should be	used.			
	Establishes prod	edures for student use	of the resources.				
	Establishes pro-	cedures for instruction	in small and large grou	up settings.			
	Establishes prod	edures for teacher use	of resources.				
	Establishes prod	cedures for parent/com	munity use of resource	es.			
Student	Evidence						
	Students follow	clear routines during of	lass.				
	When asked, st	udents can describe est	ablished rules and pro-	cedures.			
	When asked, students describe the media center as an orderly place.						
	Students recognize cues and signals by the teacher.						
	Students regulat	e their own behaviors.					
Scale Le	vels: (choose one	e)					
	☐ Innovating	☐ Applying	☐ Developing	Beginning	□Not Using	□Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing Media Center Routines	Adapts and creates new strategies for unique teacher and student needs and situations in order for the desired effect to be evident.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures	Establishes and reviews expectations but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

DQ2: Helping Students Interact with New Knowledge

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Critical Information	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical	Signals to students which content is critical versus noncritical, but the majority of the students are not monitored for the	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
		information.	desired effect of the strategy.		

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

7. Org	anizing Stu	dents to Inter	act with New K	inowledge			
The libra	The library media specialist reviews expectations regarding rules and procedures to ensure their effective execution.						
Library	Media Specialist	Evidence					
	Has established	routines for student g	grouping and student in	teraction in groups.			
	Organizes studen	nts into ad hoc groups	s for the lesson:				
	 Dyads 						
	 Triads 						
	Small gr	roups up to about 5					
	Consults with cl	assroom teacher for a	ability grouping for spe	cific projects or activity	ties		
	Organizes stude	nts into learning grou	ps for instruction when	appropriate.			
Student	Evidence						
	Students move to	o groups in an orderly	fashion.				
	Students appear	to understand expect	ations about appropriat	e behavior in groups:			
	 Respect 	opinions of others					
	 Add the 	ir perspective to disc	ussions				
	 Ask and 	l answer questions					
Scale Le	vels: (choose one)					
	☐ Innovating	Applying	Developing	□Beginning	□Not Using	☐Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing	Adapts and creates	Organizes students	Organizes students	Uses strategy	Strategy was called for
Students to Interact	new strategies for	into small groups to	into small groups to	incorrectly or with	but not exhibited.
with New	unique student needs	facilitate the	facilitate the	parts missing.	
Knowledge	and situations in	processing of new	processing of new		
	order for the desired	knowledge for the	knowledge, but the		
	effect to be evident	majority of students	majority of the		
	in all students.	and monitors for	students are not		
		evidence of group	monitored for the		
		processing.	desired effect of the		
		-	strategy.		

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

8. Previewing New Content
The library media specialist engages students in activities that help them link what they already know to the new content about to
be addressed and facilitates these linkages.
Library Media Specialist Evidence
☐☐ Uses preview questions before reading.
□□ Uses K-W-L strategy or variation of it.
□□ Asks or reminds students what they already know about the topic.
□□ Provides an advanced organizer:
 Outline
Graphic organizer
□□ Has students brainstorm.
□□ Uses anticipation guide.
☐☐ Uses motivational hook/launching activity:
 Anecdotes
Short selection from video
□□ Uses word splash activity to connect vocabulary to upcoming content.
Student Evidence
□□ When asked, students can explain linkages with prior knowledge.
□□ When asked, students make predictions about upcoming content.
□□ When asked, students can provide a purpose for what they are about to learn.
□□ Students actively engage in previewing activities
Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing New	Adapts and creates	Engages students in	Signals to students	Uses strategy	Strategy was called for
Content	new strategies for	learning activities	which content is	incorrectly or with	but not exhibited.
	unique student needs	that require them to	critical versus non-	part missing.	
	and situations in	preview and link	critical, but the		
	order for the desired	new knowledge to	majority of students		
	effect to be evident	what has been	are not monitored for		
	in all students.	addressed and	the desired effect of		
		monitors for	the strategy.		
		evidence of the			
		extent to which the			
		majority of students			
		are making linkages.			

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

9. Chunking Content into "Digestible Bites"						
Based on student needs, the library media specialist breaks the content into small chunks (i.e., digestible bites) of information that						
can be easily processed by students.						
Library Media Specialist Evidence						
□□ Stops at strategic points in a verbal presentation.						
□□ While playing multi-media, the educator turns the recording off at key junctures.						
□□ While providing a demonstration, the educator stops at strategic points.						
□□ While students are reading information or stories orally as a class, the teacher stops at strategic points.						
□□ Facilitates project-based research models such as FINDS, Big 6, or Independent Investigation Method (IMM) that break						
down the research model.						
Student Evidence						
□□ When asked, students can explain why the teacher is stopping at various points.						
□□ Students appear to know what is expected of them when the teacher stops at strategic points.						
Scale Levels: (choose one)						
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking Content	Adapts and creates	Breaks input	Breaks input	Uses strategy	Strategy was called for
into "Digestible	new strategies for	experiences into	experiences into	incorrectly or with	but not exhibited.
Bites"	unique student needs	small chunks and	small chunks but the	parts missing.	
	and situations in	monitors for	majority of the		
	order for the desired	evidence of the	students are not		
	effect to be evident	extent to which	monitored for the		
	in all students.	chunks are	desired effect of the		
		appropriate for the	strategy.		
		majority of the			
		students.			

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

10. Pr	ocessing No	ew Information	n			
During b	reaks in the pres	entation of content, th	e library media special	ist engages students i	n actively processing	new information.
Library	Media Specialis	st Evidence				
	Has group men	nbers summarize new	information.			
	Employs forma	l group processing stra	ategies:			
	 Jigsaw 					
	 Recipre 	ocalteaching				
	 Concept 	ot attainment				
	Checks for und	lerstanding verbally or	r interactively at each le	evel of new information	on or skill taught.	
	Monitors indiv	idual application of sl	tills during independent	implementation of sk	tills taught.	
Student	Evidence					
	When asked, st	udents can explain wh	nat they have just learne	d.		
	Students volunt	eer predictions.				
	Students volunt	arily ask clarification	questions.			
	Groups are activ	vely discussing the co	ntent:			
	 Group 	members ask each otl	ner and answer question	ns about the informati	ion	
	 Group 	members make predi-	ctions about what they	expect next		
Scale Le	vels: (choose on	e)				
	■ Innovating	Applying	Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing New Information	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in summarizing, predicting, and questioning activities and monitors for evidence of the extent to which the activities enhance the majority of students' understanding.	Engages students in summarizing, predicting, and questioning activities but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Processing New	What are you	How might you	In addition to	How can you engage	How can you begin to
Information	learning about your students as you adapt and create new strategies?	adapt and create new strategies for processing new information that address unique student needs and situations?	engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	students in summarizing, predicting, and questioning activities?	incorporate some aspect of this strategy in your instruction?

11. El	aborating o	n New Inform	ation			
	•	st asks questions or e	engages students in acti	vities that require ela	borative inferences the	hat go beyond what
was expl	icitly taught.					
Library	Media Specialist	Evidence				
	Asks explicit qu	estions that require s	tudents to make elabora	ative inferences about	t the content.	
	Asks students to	explain and defend t	heir inferences.			
	Presents situatio	ns or problems that re	equire inference			
Student	Evidence					
	Students volunte	eer answers to inferen	itial questions.			
	Students provide	e explanations and "p	roofs" for inferences.			
Scale Le	vels: (choose one)				
	☐ Innovating	☐ Applying	☐ Developing	☐ Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New Information	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in answering inferential questions and monitors for evidence of the extent to which the majority of students	Engages students in answering inferential questions but the majority of the students are not monitored for the desired effect of the	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
		elaborate on what was explicitly taught.	strategy.		

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

12.	Recording	and Re	presenting	New	Knowledge
					-

☐ Applying

The library media specialist engages students in activities that help them record their understanding of new content in linguistic
ways and/or represent the content in nonlinguistic ways.
Library Media Specialist Evidence
Asks students to summarize the information they have learned.
Asks students to generate notes that identify critical information in the content.
□□ Asks students to create nonlinguistic representations for new content:
Graphic organizers
 Pictures
 Pictographs
 Flow charts
□□ Asks students to create mnemonics that organize the content.
□□ Helps students create projects and presentations using digital tools such as presentation software (Power Point, Key Note)
movie editing (iMovie, Adobe Premier), audio presentation tools (Voice Thread), and website creation (Google sites,
glogster).
□□ Teaches students strategies for recording notes and citations during research including, but not limited to, digital tools
such as Noodletools, Citation Machine) to record their sources, create outlines, create and manipulate notes to produce
their research papers or projects.
Instructs students in how to use applicable recording tools associated with databases to save their searches and research,
create timelines, email their data or be productive with other applicable database features.
Student Evidence Student Evidence
Students' summaries and notes include critical content.
Students' nonlinguistic representations include critical content.
When asked, students can explain main points of the lesson.
Scale Levels: (choose one)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Scale for Recording	Adapts and creates	Engages students in	Engages students in	Uses strategy	Strategy was called for
and Representing	new strategies for	activities that help	activities that help them	incorrectly or	but not exhibited.
New Knowledge	unique student needs	them record their	record their	with parts	
	and situations in	understanding of new	understanding of new	missing.	
	order for the desired	content in linguistic	content in linguistic		
	effect to be evident	ways and/or in	ways and/or in		
	in all students.	nonlinguistic ways	nonlinguistic ways but		
		and monitors for	the majority of the		
		evidence of the extent	students are not		
		to which this	monitored for the		
		enhances the majority	desired effect of the		
		of students'	strategy.		
		understanding.			

 \square Developing

□Beginning

□Not Using

Reflection Questions

☐ Innovating

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

□Not Applicable

13. Re	13. Reflecting on Learning					
The libra	ary media specia	llist engages students in	activities that help th	em reflect on their lea	arning and the learning	process.
Library	Media Special	ist Evidence				
	Asks students	to state or record what	they are clear about an	d what they are confu	ised about.	
	Asks students	to state or record how h	ard they tried.			
	Asks students	to state or record what	they might have done	to enhance their learn	ing.	
	Uses a research process model which includes reflection in its steps, (such as FINDS, Big 6,and IIM).					
Student	Evidence					
	When asked,	students can explain wh	at they are clear about	and what they are con	nfused about.	
	When asked, students can describe how hard they tried.					
□□ When asked, students can explain what they could have done to enhance their learning.						
Scale Le	evels: (choose or	ne)				
	■ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on	Adapts and creates	Engages students in	Engages students in	Uses strategy	Strategy was called for
Learning	new strategies for	reflecting on their	reflecting on their	incorrectly or with	but not exhibited.
	unique student needs	own learning and the	own learning and the	parts missing.	
	and situations in	learning process and	learning process but		
	order for the desired	monitors the extent	the majority of the		
	effect to be evident	to which the	students are not		
	in all students.	majority of the	monitored for the		
		students self assess	desired effect of the		
		their understanding	strategy.		
		and effort.			

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

DQ3: Helping Students Practice and Deepen New Knowledge

14. Re	viewin	g Con	tent				
The Libra	ary Media	Specialis	t engages students	in a brief review of co	ntent that highlights t	he critical informatio	n.
Library	Media Sp	ecialist E	vidence				
	Begins t	he lesson	with a brief review	of content			
	Uses spe	cific strat	egies to review info	rmation:			
	0	Summa	ry				
	0	Probler	n that must be solve	ed using previous infor	rmation		
	0	Questic	ons that require a re	view of content			
	0	Demon	stration				
	0	Brief pr	actice test or exerc	ise			
Student 1	Evidence						
	When as	sked, stud	ents can describe th	e previous content on v	which new lesson is ba	ased	
	Student	responses	to class activities in	ndicate that they recall	previous content		
		_			_		
Scale Lev	vels: (cho	ose one)					
	☐ Innovat	ing	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing Content	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in a brief review of content that highlights the critical information and monitors for evidence of the extent to which the	Engages students in a brief review of content that highlights the critical information but the majority of the students are not monitored for the	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
		majority of students can recall and describe previous content.	desired effect of the strategy.		

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

15. Organizing Students to Practice and Deepen Knowledge						
The Library Media Specialist uses grouping in ways that facilitate practicing and deepening knowledge.						
Library Media Specialist Evidence						
□□ Organizes students into groups with the expressed idea of deepening their knowledge of informational content						
Organizes students into groups with the expressed idea of practicing a skill, strategy, or process						
StudentEvidence						
□□ When asked, students explain how the group work supports their learning						
□□ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill,						
strategy, or process						
 Asking each other questions 						
 Obtaining feedback from their peers 						
Scale Levels: (choose one)						
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing	Adapts and creates	Organizes students	Organizes students	Uses strategy	Strategy was called for
Students to Practice	new strategies for	into groups to	into groups to	incorrectly or with	but not exhibited.
and Deepen	unique student needs	practice and deepen	practice and deepen	parts missing.	
Knowledge	and situations in	their knowledge and	their knowledge, but		
	order for the desired	monitors for	the majority of		
	effect to be evident	evidence of the	students are not		
	in all students.	extent to which the	monitored for the		
		group work extends	desired effect of the		
		the majority of	strategy.		
		students' learning.			

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

17	7.	Examin	ing S	imil	arities	and l	Differences
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When the content is informational, the Library Media Specialist helps students deepen their knowledge by examining similarities and differences.

Library Media Specialist Evidence

Engages students in activities that require students to examine similarities and differences between content

- o Comparison activities
- Classifying activities
- o Analogy activities
- o Metaphoractivities
- □□ Facilitates the use of these activities to help students deepen their understanding of content
 - o Ask students to summarize what they have learned from the activity
 - o Ask students to explain how the activity has added to their understanding

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Student artifacts	indicate that	their l	knowledge l	has been	extended a	as a result of	the activity

- □ When asked about the activity, student responses indicate that they have deepened their understanding
- □□ When asked, students can explain similarities and differences
- □□ Student artifacts indicate that they can identify similarities and differences

C 1 - 1	r1	(choose)
Scale	Leveis:	tenoose	one

- 20 (Cast (Cast of Cast	,				
■ Innovating	☐ Applying	☐ Developing	□ Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining	Adapts and creates	When content is	When content is	Uses strategy	Strategy was called for
Similarities and	new strategies for	informational,	informational,	incorrectly or with	but not exhibited.
Differences	unique student needs	engages students in	engages students in	parts missing.	
	and situations in	activities that require	activities that require		
	order for the desired	them to examine	them to examine		
	effect to be evident	similarities and	similarities and		
	in all students.	differences, and	differences, but the		
		monitors for	majority of students		
		evidence of the	are not monitored for		
		extent to which the	the desired effect of		
		majority of the	the strategy.		
		students are			
		deepening their			
		knowledge.			

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

10				• 1	
IX	H.Y9	mining	Hrrnrg	ın	Reasoning
10.	LANG				

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

Library Media Specialist Evidence

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

Student Evidence

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

Scale	Levels	: (choose	one)

Levels: (Choose one)	•				
☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining Errors	Adapts and creates	When content is	When content is	Uses strategy	Strategy was called for
in Reasoning	new strategies for	informational,	informational,	incorrectly or with	but not exhibited.
	unique student needs	engages students in	engages students in	parts missing.	
	and situations in	activities that require	activities that require		
	order for the desired	them to examine	them to examine		
	effect to be evident	their own reasoning	their own reasoning		
	in all students.	or the logic of	or the logic of		
		information as	information as		
		presented to them	presented to them,		
		and monitors for	but the majority of		
		evidence of the	students are not		
		extent to which the	monitored for the		
		majority of students	desired effect of the		
		are deepening their	strategy.		
		knowledge.			

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

19. P	racticing	Skills.	Strategies,	and Pro	cesses
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When the content involves a skill, strategy, or process, the media specialist engages students in practice activities that help them develop fluency. The Media Specialist engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.

Library Media Specialist Evidence

- □□ Guided practice if students cannot perform the skill, strategy, or process independently
- □□ Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- □□ Students perform the skill, strategy, or process with increased confidence
- □□ Students perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

☐ Developing

☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Practicing Skills,	Adapts and creates	When content	When content	Uses strategy	Strategy was called for
Strategies, and	new strategies for	involves a skill,	involves a skill,	incorrectly or with	but not exhibited.
Processes	unique student needs and situations in order for the desired effect to be evident in all students.	strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency.	strategy, or process engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy.	parts missing.	

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

20.	Revising	Knowl	ledge

The Library Media Specialist engages students in revision of previous knowledge about content addressed in previous lessons. Media Specialist engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.

Library Media Specialist Evidence

- Asks students to examine previous entries in their academic notebooks or notes
- 🗓 Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Has students explain how their understanding has changed

Student Evidence

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

Scale Levels: (choose one)

Innovating	☐ Applying	☐ Developing	Beginning	□Not Using	☐Not Applicab

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising	Adapts and creates	Engages students in	Engages students in	Uses strategy	Strategy was called for
Knowledge	new strategies for	revision of previous	revision of previous	incorrectly or with	but not exhibited.
	unique student needs	content and monitors	content, but the	parts missing.	
	and situations in	for evidence of the	majority of students		
	order for the desired	extent to which these	are not monitored for		
	effect to be evident	revisions deepen the	the desired effect of		
	in all students.	majority of students'	the strategy.		
		understanding.			

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

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks					
The Library Media Specialist organizes the class in such a way as to facilitate students working on complex tasks that require					
them to generate and test hypotheses.					
Library Media Specialist Evidence					
□□ Establishes the need to generate and test hypotheses					
□□ Organizes students into groups to generate and test hypotheses					
Student Evidence					
□□ When asked, students describe the importance of generating and testing hypotheses about content					
□□ When asked, students explain how groups support their learning					
□□ Students use group activities to help them generate and test hypotheses					
Scale Levels: (choose one)					
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable					

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing	Adapts and creates	Organizes students	Organizes students	Uses strategy	Strategy was called for
Students for	new strategies for	into groups to	into groups to	incorrectly or with	but not exhibited.
Cognitively	unique student needs	facilitate working on	facilitate working on	parts missing.	
Complex Tasks	and situations in	cognitively complex	cognitively complex		
	order for the desired	tasks and monitors	tasks and monitors		
	effect to be evident	for evidence of the	for evidence of the		
	in all students.	extent to which	extent to which		
		group processes	group processes		
		facilitate generating	facilitate generating		
		and testing	and testing		
		hypotheses for the	hypotheses for the		
		majority of students.	majority of students.		

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

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

The Library Media Specialist engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Library Media	a Specialist Evidence
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- Engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- □□ Facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

	Students are clearly	working on ta	sks that require then	to generate and	l test hypotheses
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- $\Box\Box$ When asked, students can explain the hypothesis they are testing
- □□ When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- □□ Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

Scale Levels: (choose one)

■ Innovating	☐ Applying	☐ Developing	□ Beginning	□Not Using	☐Not Applicable
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Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging Students	Adapts and creates	Engages students in	Engages students in	Uses strategy	Strategy was called for
in Cognitively	new strategies for	cognitively complex	cognitively complex	incorrectly or with	but not exhibited.
Complex Tasks	unique student needs	tasks (e.g. decision	tasks (e.g. decision	parts missing.	
Involving	and situations in	making, problem	making, problem		
Hypothesis	order for the desired	solving,	solving,		
Generation and	effect to be evident	experimental	experimental		
Testing	in all students.	inquiry,	inquiry,		
		investigation) and	investigation), but		
		monitors for	the majority of		
		evidence of the	students are not		
		extent to which the	monitored for the		
		majority of students	desired effect of the		
		are generating and	strategy.		
		testing hypotheses.			

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

23. Providing Resources and Guidance
The library media specialist acts as resource provider and guide as students engage in cognitively complex
tasks
Library Media Specialist Evidence
□□ Makes himself/herself available to students who need guidance or resources:
 Circulates around the room
 Provides easy access to himself/herself
□□ Interacts with students during the class to determine their needs for hypothesis generation and testing tasks.
□□ Volunteers resources and guidance as needed by the entire class, groups of students, or individual students.
□□ Provides resource support and guidance to teachers, parents and students with specific needs.
□□ Informs students and teachers about diverse resources available through the library's portal.
□□ Guides students to opposing viewpoints on cognitively complex issues.
□□ Guides students to digital and print resources that support project-based learning.
□□ Creates pathfinders or collects actual resources to complement classroom learning.
Extends resources into the community by referencing public libraries, museums and other community resources.
Student Evidence
□□ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
□□ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing
tasks.
Scale Levels: (choose one)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing	Adapts and creates	Acts as a guide and	Acts as a guide and	Uses strategy	Strategy was called for
Resources and	new strategies for	resource provider as	resource provider as	incorrectly or with	but not exhibited.
Guidance	unique student needs and situations in order for the desired effect to be evident in all students.	students engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of students request and use guidance and resources.	students engage in cognitively complex tasks but the majority of the students are not monitored for the desired effect of the strategy.	parts missing.	

□Beginning

□Not Using

□Not Applicable

☐ Developing

Reflection Questions

☐ Innovating

Applying

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

DQ5: Engaging Students

24. No	24. Noticing when Students are Not Engaged					
The librar	ry media special	ist scans the room ma	king note of when stud	lents are not engaged	and takes overt action	n.
Library 1	Media Specialis	st Evidence				
	Notices when s	specific students or gro	ups of students are not	engaged.		
	Notices when t	he energy level in the r	room is low.			
	Takes action to	re-engage students.				
Student I	Evidence					
	Students appea	r aware of the fact that	t the teacher is taking n	ote of their level of e	ngagement.	
	Students try to	increase their level of	engagement when pror	npted.		
	When asked, s	tudents explain that the	e teacher expects high l	evels of engagement.		
Scale Lev	vels: (choose on	e)	-			
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when	Adapts and creates	Scans the room	Scans the room	Uses strategy	Strategy was called for
Students are Not	new strategies for	making note of when	making note of when	incorrectly or with	but not exhibited.
Engaged	unique student needs	students are not	students are not	parts missing.	
	and situations in	engaged and takes	engaged and takes		
	order for the desired	action and monitors	action, but the		
	effect to be evident	for evidence of the	majority of the		
	in all students.	extent to which the	students are not		
		majority of students	monitored for the		
		re-engage	desired effect of the		
			strategy.		

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

25. Us	ing Academi	c Games				
The libra	ry media specialist	uses academic gam	es and inconsequentia	I competition to main	ntain student engagem	ent.
Library	Media Specialist I	Evidence				
	Uses structured ga	ames such as Jeopar	dy, Family Feud, and the	he like.		
	Develops improm	ptu games such as r	naking a game out of v	vhich answer might b	e correct for a given of	juestion.
	Uses friendly com	petition along with	classroom games.			
	Library Media Sp	ecialist uses digital	academic games such	as response clickers to	o review learning.	
	Library Media Sp	ecialist sets up lear	ning stations that inclu	de electronic or manu	ial [board] games that	stimulate thinking.
Student	Evidence					
	Students engage i	n the games with sor	me enthusiasm.			
	When asked, stud	lents can explain ho	w the games keep their	interest and help the	m learn or remember	content.
		_		_		
Scale Le	vels: (choose one)					
	■ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Academic	Adapts and creates	Uses academic	Uses academic	Uses strategy	Strategy was called for
Games	new strategies for	games and	games and	incorrectly or with	but not exhibited.
	unique student needs	inconsequential	inconsequential	parts missing.	
	and situations in	competition to	competition to		
	order for the desired	maintain student	maintain student		
	effect to be evident	engagement and	engagement but the		
	in all students.	monitors for	majority of the		
		evidence of the	students are not		
		extent to which the	monitored for the		
		majority of students	desired effect of the		
		focus on the	strategy.		
		academic content of			
		the game.			

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

28. Maintaining a Lively Pace							
The library media specialis	t uses pacing techni	ques to maintain studer	nts' engagement.				
Library Media Specialist							
□□ Employs crisp tr	ansitions from one a	ctivity to another.					
□□ Alters pace appr	opriately (i.e. speeds	up and slows down).					
Student Evidence							
□□ Students quickly	adapt to transitions	and re-engage when a r	new activity is begun.				
□□ When asked abo	ut the pace of the cla	ss, students describe it	as not too fast or not	too slow.			
	•						
Scale Levels: (choose one))						
☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a	Adapts and creates	Uses pacing	Uses pacing	Uses strategy	Strategy was called for
Lively Pace	new strategies for	techniques to	techniques to	incorrectly or with	but not exhibited.
	unique student needs	maintain students'	maintain students'	parts missing.	
	and situations in	engagement and	engagement but the		
	order for the desired	monitors for	majority of the		
	effect to be evident	evidence of the	students are not		
	in all students.	extent to which these	monitored for the		
		techniques keep the	desired effect of the		
		majority of students	strategy.		
		engaged.			

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

29. De	emons	strating	Intensity and	d Enthusiasm			
The libra	ry medi	a specialist	demonstrates inten	sity and enthusiasm fo	or the content in a vari	ety of ways.	
Library	Media	Specialist E	vidence				
	Descri	bes personal	l experiences that re	elate to the content.			
	Signals	s excitement	for content by:				
	0	Physical g	estures				
	0	Voice tone	e				
	0	Dramatiza	tion of information	1			
	Overtly	y adjusts ene	rgy level.				
Student	Eviden	ce					
	When	asked, stude	ents say that the tea	cher "likes the content	" and "likes teaching"	•	
	Stude	nts' attention	levels increase wh	en the teacher demons	strates enthusiasm and	intensity for the conte	nt.
Scale Le	vels: (cl	noose one)					
	☐ Innov	ating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	Adapts and creates	Demonstrates	Demonstrates	Uses strategy	Strategy was called for
Intensity and	new strategies for	intensity and	intensity and	incorrectly or with	but not exhibited.
Enthusiasm	unique student needs	enthusiasm for the	enthusiasm for the	parts missing.	
	and situations in	content in a variety	content in a variety		
	order for the desired	of ways and	of ways but the		
	effect to be evident	monitors for	majority of the		
	in all students.	evidence of the	students are not		
		extent to which the	monitored for the		
		majority students'	desired effect of the		
		engagement	strategy.		
		increases.			

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

31. Providing	Opportunities fo	or Students to Ta	alk about The	mselves	
The Library Media Sp	ecialist provides studen	its with opportunities to	relate what is being a	addressed in class to th	neir personal
interests.					
Library Media Spec	alist Evidence				
□□ Is aware of	student interests and ma	akes connections between	n these interests and o	class content	
□□ Structures	ctivities that ask studen	ts to make connections b	etween the content a	nd their personal inter	ests
□□ When stud	ents are explaining how	content relates to their p	ersonal interests, the	teacher appears encou	raging and
interested		•		••	
Student Evidence					
□□ Students en	gage in activities that re	equire them to make com	nections between their	r personal interests an	d the content
□□ When asked	, students explain how r	naking connections betv	veen content and thei	r personal interests en	gages them and
helps them b	etter understand the con	tent			
-					
Scale Levels: (choose	one)				
■ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing	Adapts and creates	Provides students	Provides students	Uses strategy	Strategy was called for
Opportunities for	new strategies for	with opportunities to	with opportunities to	incorrectly or with	but not exhibited.
Students to Talk	unique student needs	relate what is being	relate what is being	parts missing.	
about Themselves	and situations in	addressed in class to	addressed in class to		
	order for the desired	their personal	their personal		
	effect to be evident	interests and	interests, but the		
	in all students.	monitors for	majority of students		
		evidence of the	are not monitored for		
		extent to which these	the desired effect of		
		activities enhance	the strategy.		
		the majority of			
		students'			
		engagement.			

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

32. Pr	esenting Un	usual or Intri	guing Informat	ion		
The Libr	ary Media Special	list uses unusual or in	ntriguing information a	bout the content in a	manner that enhances	student
engagem	ent.					
Library	Media Specialist	Evidence				
	Systematically p	rovides interesting fa	cts and details about th	e content		
	Encourages stud	ents to identify intere	esting information abou	t the content		
	Engages student	s in activities like "Bo	elieve it or not" about th	he content		
	Uses guest speal	ers to provide unusu	al information about the	e content		
Student	Evidence					
	Students' attention	on increases when un	usual information is pro	esented about the con	tent	
	When asked, stu	dents explain how th	e unusual information	makes them more into	erested in the content	
Scale Le	vels: (choose one))				
	■ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting Unusual	Adapts and creates	Uses unusual or	Uses unusual or	Uses strategy	Strategy was called for
or Intriguing	new strategies for	intriguing	intriguing	incorrectly or with	but not exhibited.
Information	unique student needs	information about	information about	parts missing.	
	and situations in	the content and	the content, but the		
	order for the desired	monitors for	majority of students		
	effect to be evident	evidence of the	are not monitored for		
	in all students.	extent to which this	the desired effect of		
		information	the strategy.		
		enhances the			
		majority of students'			
		interest in the			
		content.			

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

DQ7: Recognizing Adherence to Rules and Procedures

33. De	33. Demonstrating "Withitness"						
The libra	ry media specialist	uses behaviors asso	ociated with "withitnes	s" to maintain adhere	ence to rules and proce	edures.	
Library	Media Specialist E	vidence					
	Physically occupie	s all quadrants of th	ne room.				
	Scans the entire ro	om making eye cor	ntact with all students.				
	Recognizes potent	ial sources of disru	ption and deals with the	em immediately.			
	Proactively address	ses inflammatory si	tuations.				
Student	Evidence						
	Students recognize	that the teacher is	aware of their behavior				
	When asked, stude	ents describe the tea	acher as "aware of wha	t is going on" or "has	s eyes on the back of h	is/her head.	
Scale Le	vels: (choose one)						
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses behaviors associated with "withitness" and monitors for evidence of the effect on the majority of students'	Uses behaviors associated with "withitness" but the majority of the students are not monitored for the desired effect of the	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with 'withitness' that address unique student needs and situations?	In addition to using behaviors associated with 'withitness', how can you monitor the effect on students' behavior?	How can you use behaviors associated with 'withitness'?	How can you begin to incorporate some aspect of this strategy in your instruction?

34. Ap	plyin	ng Cons	equences for	Lack of Adher	ence to Rules a	and Procedure	es
The libra	ary med	lia speciali	st applies consequ	ences for not followin	g rules and procedu	res consistently and	fairly.
Library	Media	Specialist I	Evidence				
	Provid	les nonverb	al signals when stud	lents' behavior is not ap	ppropriate:		
	0	Eye conta	ect				
	0	Proximity	/				
	0	Tap on th	e desk				
	0	Shaking h	nead, no				
	Provid	les verbal si	gnals when students	s' behavior is not appro	priate:		
	0	Tells stud	ents to stop				
	0			vior is in violation of a			
				es when appropriate (i.		-	
	Involv	es the hom	e when appropriate	(i.e. makes a call home	e to parents to help ex	ttinguish inappropriate	e behavior).
	Uses of	direct cost c	consequences when	appropriate (e.g. studer	nt must fix something	he or she has broken)).
Student 1	Eviden	ce					
				r when signaled by the			
				of the way class is con			
	When	asked, stud	ents describe the tea	acher as fair in applicat	ion of rules.		
G 1 T							
Scale Le	veis: (cl	noose one)					
	☐ Innov	ating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying	Adapts and creates	Applies	Applies	Uses strategy	Strategy was called for
Consequences for	new strategies for	consequences for not	consequences for not	incorrectly or with	but not exhibited.
Lack of Adherence	unique student needs	following rules and	following rules and	parts missing.	
to Rules and	and situations in	procedures	procedures		
Procedures	order for the desired	consistently and	consistently and		
	effect to be evident	fairly and monitors	fairly but the		
	in all students.	for evidence of the	majority of the		
		extent to which rules	students are not		
		and procedures are	monitored for the		
		followed by the	desired effect of the		
		majority of students.	strategy.		

	Innovating	Applying	Developing	Beginning	Not Using
Applying Consequences for Lack of Adherence to Rules and Procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and	In addition to applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate some aspect of this strategy in your instruction?
		fairly that address unique student needs	procedures are followed?		
		and situations?			

35. Ac	cknov	vledging	g Adherence t	to Rules and Pr	ocedures		
The libra	ary medi	ia specialis	consistently and fai	irly acknowledges adh	erence to rules and pr	ocedures.	
Library	Media	Specialist	Evidence				
	Provid	des nonverb	al signals that a rule	or procedure has been	followed:		
	0	Smile					
	0	Nod of h	ead				
	0	High Five	e				
	Gives	verbal cues	s that a rule or proceed	dure has been followed	:		
	0	Thanks s	tudents for following	g a rule or procedure			
	0	Describe	s student behaviors t	that adhere to rule or pr	rocedure		
	Notifi	es the home	e when a rule or proc	cedure has been followed	ed.		
	Uses t	tangible rec	ognition when a rule	or procedure has been	followed:		
	0	Certifica	te of merit				
	0	Token ec	onomies				
Student	Eviden	ce					
	Stude	nts appear a	appreciative of the te	acher acknowledging t	heir positive behavior		
	When	asked, stud	lents describe teache	r as appreciative of the	ir good behavior.		
				ales and procedures inc	reases.		
Scale Le	evels: (c	hoose one)					
	☐ Innov	ating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging	Adapts and creates	Acknowledges	Acknowledges	Uses strategy	Strategy was called for
Adherence to Rules	new strategies for	adherence to rules	adherence to rules	incorrectly or with	but not exhibited.
and Procedures	unique student needs	and procedures	and procedures	parts missing.	
	and situations in	consistently and	consistently and		
	order for the desired	fairly, and monitors	fairly, but the		
	effect to be evident	for evidence of the	majority of the		
	in all students.	extent to which new	students are not		
		actions affect the	monitored for the		
		majority of students'	desired effect of the		
		behaviors.	strategy.		

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

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Ur	derstanding	Students' In	terests and Bac	kground			
The libra	The library media specialist uses students' interests and background to produce a climate of acceptance and community.						
Library	Media Specialist E	vidence					
	Has side discussion	ns with students abo	out events in their lives				
	Has discussions w	ith students about to	opics in which they are	interested .			
	Builds student inte	rests into lessons.					
	Regularly seeks in	put from students t	o determine reading int	erests and motivation	S.		
	Includes results fro	om a suggestion box	x or survey in selection	of books.			
	Builds displays arc	ound students' intere	ests.				
Student	Evidence						
	When asked, stude	ents describe the tea	acher as someone who	knows them and/or is	interested in them.		
	Students respond	when teacher demo	nstrates understanding	of their interests and	background.		
	When asked, stude	nts say they feel acc	cepted.				
Scale Le	vels: (choose one)						
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□NotUsing	☐Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding	Adapts and creates	Uses students'	Uses students'	Uses strategy	Strategy was called for
Students' Interests	new strategies for	interests and	interests and	incorrectly or with	but not exhibited.
and Background	unique student needs	background during	background during	parts missing.	
	and situations in	interactions with	interactions with		
	order for the desired	students and	students but the		
	effect to be evident	monitors for	majority of the		
	in all students.	evidence of the	students are not		
		extent of the sense of	monitored for the		
		community in the	desired effect of the		
		library.	strategy.		

	Innovating	Applying	Developing	Beginning	Not Using
Understanding	What are you	How might you	In addition to using	How can you use	How can you begin to
Students' Interests	learning about your	adapt and create new	students' interests	students' interests	incorporate some
and Background	students as you adapt	strategies to use	and background	and background in	aspect of this strategy
	and create new	students' interests	during interactions	your interactions	in your instruction?
	strategies?	and background that	with students, how	with students?	
		address unique	can you monitor the		
		student needs and	extent of the sense of		
		situations?	community in the		
			library?		

37. Us	sing Verbal a	and Nonverba	l Behaviors tha	nt Indicate Car	ring for Stude	nts
When ap	ppropriate, the libra	ary media specialist	uses verbal and nonver	bal behavior that indi	cates caring for stude	ents.
Library	Media Specialist	Evidence				
	Compliments stu	idents regarding acad	lemic and personal acco	omplishments.		
	Engages in infor	mal conversations w	ith students that are not	related to academics.		
	Uses humor with	students when appro	priate.			
	Smiles, nods, (et	c) at students when a	ppropriate.			
	Puts hand on stu	dents' shoulders when	n appropriate.			
	Addresses studer	nts' special requests.				
	Gives students o	pportunities to assist	and/or volunteer.			
Student	Evidence					
	When asked, stu	dents describe teache	er as someone who care	es for them.		
	Students respond	l to teachers verbal in	teractions.			
	Students respond	l to teachers nonverba	al interactions.			
Scale Le	evels: (choose one))				
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and	Adapts and creates	Uses verbal and	Uses verbal and	Uses strategy	Strategy was called for
Nonverbal	new strategies for	nonverbal behaviors	nonverbal behaviors	incorrectly or with	but not exhibited.
Behaviors that	unique student needs	that indicate caring	that indicate caring	parts missing.	
Indicate Caring for	and situations in	for students and	for students but the		
Students	order for the desired	monitors for	majority of the		
	effect to be evident	evidence of the	students are not		
	in all students.	quality of	monitored for the		
		relationships in the	desired effect of the		
		classroom among the	strategy.		
		majority of the			
		students.			

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and	What are you	How might you	In addition to using	How can you use	How can you begin to
Nonverbal	learning about your	adapt and create new	verbal and non-	verbal and nonverbal	incorporate some
Behaviors that	students as you adapt	strategies and	verbal behaviors that	behaviors that	aspect of this strategy
Indicate Caring for	and create new	techniques for using	indicate caring for	indicate caring for	in your instruction?
Students	strategies?	verbal and non-	students, how can	students?	
		verbal behaviors that	you monitor the		
		indicate caring for	quality of		
		students that address	relationships in the		
		unique student needs	classroom?		
		and situations?			

38. I	Displaying Objectivi	ty and Cont	rol			
The libr	ary media specialist behaves in a	n objective and contr	rolled manner.			
Library	Media Specialist Evidence					
	Does not exhibit extremes in p	ositive or negative e	motions.			
00	Addresses inflammatory issues	and events in a calr	n and controlled manne	er.		
00	Interacts with all students in th	e same calm and con	ntrolled fashion.			
	Does not demonstrate personal	offense at student r	nisbehavior.			
	-					
Student	Evidence					
	Students are settled by the tead	cher's calm demeanor	·.			
	When asked, the students desc	ribe the teacher as in	control of himself/hers	self and in control of	the class.	
	When asked, students say that	the teacher does not	hold grudges or take th	nings personally.		
	•			• . •		
Scale L	evels: (choose one)					
	■ Innovating	☐ Applying	☐ Developing	Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying	Adapts and creates	Behaves in an	Behaves in an	Uses strategy	Strategy was called for
Objectivity and	new strategies for	objective and	objective and	incorrectly or with	but not exhibited.
Control	unique student needs	controlled manner	controlled manner	parts missing.	
	and situations in	and monitors the	but does not monitor		
	order for the desired	overall effect on the	the overall effect on		
	effect to be evident	library climate the	the library climate		
	in all students.	majority of times.	the majority of		
			times.		

	Innovating	Applying	Developing	Beginning	Not Using
Displaying	What are you	How might you	In addition to	How can you behave	How can you begin to
Objectivity and	learning about your	adapt and create new	behaving in an	in an objective and	incorporate some
Control	students as you adapt	strategies for	objective and	controlled manner?	aspect of this strategy
	and create new	behaving in an	controlled manner,		in your instruction?
	strategies?	objective and	how can you monitor		
		controlled manner	the effect on the		
		that address unique	climate of the		
		student needs and	library?		
		situations?			

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students						
The librar	ry media sp	ecialist exhibits behavi	ors that demonstrate v	alue and respect for lo	w expectancy students	
Library	Media Spe	cialist Evidence				
		ed, the teacher can ident	•		-	e various ways in
7	which these	students have been tre	ated differently from h	igh expectancy studer	nts.	
	Provides le	ow expectancy with nor	nverbal indications that	they are valued and re	espected:	
	o M	akes eye contact				
	o Sn	niles				
		akes appropriate physic				
		ow expectancy students	with verbal indication	s that they are valued a	and respected:	
	o Pla	ayful dialogue				
		ldressing students in a				
		allow negative comment				
		reading programs specif	-	•		
		w expectancy students i	•			
		tes with teachers of low			for their reading level	S.
	Ensures th	at reading materials (hi	gh/low) are available fo	or all students.		
Student I						
		ed, students say that the		udents.		
	Students tr	eat each other with resp	ect.			
Caala Lar	valar (alaaa					
	vels: (choos	*	_	_	_	_
(☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable					
Scale						
		Innovating	Applying	Developing	Beginning	Not Using

Deute					
	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	Adapts and creates	Exhibits behaviors	Exhibits behaviors	Uses strategy	Strategy was called for
Value and Respect	new strategies for	that demonstrate	that demonstrate	incorrectly or with	but not exhibited.
for Low	unique student needs	value and respect for	value but the	parts missing.	
Expectancy	and situations in	low expectancy	majority of the		
Students	order for the desired	students and	students are not		
	effect to be evident	monitors the impact	monitored for the		
	in all students.	on low expectancy	desired effect of the		
		students.	strategy.		

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	What are you	How might you	In addition to	How can you exhibit	How can you begin to
Value and Respect	learning about your	adapt and create new	exhibiting behaviors	behaviors that	incorporate some
for Low	students as you adapt	strategies that exhibit	that demonstrate	demonstrate value	aspect of this strategy
Expectancy	and create new	behaviors that	value and respect for	and respect for low	in your instruction?
Students	strategies?	demonstrate value	low expectancy	expectancy students?	
		and respect for low	students, how can		
		expectancy students	you monitor the		
		that address unique	impact that it is		
		student needs and	having on low		
		situations?	expectancy students?		

40. As	40. Asking Questions of Low Expectancy Students						
The libra	ry media specialist	asks questions of lo	ow expectancy students	s with the same frequ	ency and depth as wit	h high expectancy	
students.							
Library	Media Specialist E	Evidence					
	Makes sure low e	xpectancy students	are asked questions at t	he same rate as high	expectancy students.		
	Makes sure low e	xpectancy students	are asked complex ques	stions at the same rate	e as high expectancy s	tudents.	
Student	Evidence						
	When asked, stude	ents say the teacher	expects everyone to pa	rticipate.			
	When asked, stude	ents say the teacher	asks difficult questions	of every student.			
Scale Le	vels: (choose one)						
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking Questions of	Adapts and creates	Asks questions of	Asks questions of	Uses strategy	Strategy was called for
Low Expectancy	new strategies for	low expectancy	low expectancy	incorrectly or with	but not exhibited.
Students	unique student needs	students with the	students with the	parts missing.	
	and situations in	same frequency and	same frequency and		
	order for the desired	depth as with high	depth as with high		
	effect to be evident	expectancy students	expectancy students		
	in all students.	and monitors the	but the majority of		
		quality of	the students are not		
		participation of low	monitored for the		
		expectancy students.	desired effect of the		
			strategy.		

	Innovating	Applying	Developing	Beginning	Not Using
Asking Questions of	What are you	How might you	In addition to asking	How can you	How can you begin to
Low Expectancy	learning about your	adapt and create new	questions of low	demonstrate asking	incorporate some
Students	students as you adapt	strategies that	expectancy students	questions of low	aspect of this strategy
	and create new	address unique	with the same	expectancy students	in your instruction?
	strategies?	student needs and	frequency and depth	with the same	
		situations?	as with high	frequency and depth	
			expectancy students,	as with high	
			how can you monitor	expectancy students?	
			the impact that it is		
			having on students?		

41. Probing Incorrect Answers with Low Expectancy Students
The Library Media Specialist probes incorrect answers of low expectancy students in the same manner as he/she does with high
expectancy students.
Library Media Specialist Evidence
Asks low expectancy students to further explain their answers when they are incorrect
Rephrases questions for low expectancy students when they provide an incorrect answer
□□ Breaks a question into smaller and simpler parts when a low expectancy student answers a questions incorrectly
□□ When low expectancy students demonstrate frustration the educator allows them to collect their thoughts but goes back to
them at a later point in time
Student Evidence
□□ When asked, students say that the teacher won't "let you off the hook"
□□ When asked, students say that the teacher "won't give up on you"
□□ When asked, students say the teacher helps them answer questions successfully
Scale Levels: (choose one)

□Beginning

 \square Not Using

□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing Incorrect	Adapts and creates	Probes incorrect	Probes incorrect	Uses strategy	Strategy was called for
Answers with Low	new strategies for	answers of low	answers of low	incorrectly or with	but not exhibited.
Expectancy	unique student needs	expectancy students	expectancy students	parts missing.	
Students	and situations in	in the same manner	in the same manner		
	order for the desired	as with high	as with high		
	effect to be evident	expectancy students	expectancy students,		
	in all students.	and monitors for	but the majority of		
		evidence of the level	students are not		
		and quality of	monitored for the		
		responses of the	desired effect of the		
		majority of students.	strategy.		

☐ Developing

Reflection Questions

☐ Innovating

☐ Applying

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

ADDITIONAL ELEMENTS

D. Dei	D. Demonstrating Inquiry-Based Learning and the Research Process						
The libra	ry media specialist	collaborates with the	ne teacher to stimulate	research, production,	, and communication.		
Library	Media Specialist l	Evidence					
	Collaboratively is	mplements inquiry-b	based projects accessing	g higher levels of cog	gnition such as: analysis	, evaluation, and	
	creativity with info	ormation					
	Uses research mo	dels such as FINDS					
	Guides students th	nrough the research p	process				
	Provides digital a	nd print aids that he	lp learners collect and	communicate informa	ation		
Student	Evidence						
	Students can dem	nonstrate how to loc	ate, select, evaluate, an	d synthesize relevant	sources of information		
	Students can dem	onstrate various wa	ys to take existing info	rmation to apply in a	new and relevant way.		
Scale Le	vels: (choose one)						
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	Is a collaborative	Teaches information	Teaches information	Attempts to perform	Makes no attempt to
Inquiry-Based	leader in initiating,	literacy skills within	literacy skills	this activity but does	perform this activity.
Learning and the	implementing, and	the context of a	independent of	not actually	
Research Process	reflecting on inquiry-	classroom-based	classroom	complete or follow	
	based projects.	project.	instruction.	through with the	
				attempts.	

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	What are you	How can you begin	How can you begin	How can you begin	How can you begin to
Inquiry-Based	learning as you help	to incorporate	to teach information	to teach information	incorporate some
Learning and the	others learn about	inquiry-based	literacy skills within	literacy skills?	aspect of this strategy
Research Process	inquiry-based	learning through	the context of a		in your instruction?
	projects?	classroom-based	classroom-based		
		projects?	project?		

E. Implementing Processes to Motivate Reading for Intrinsic Value
The library media specialist actively promotes reading for personal growth and pleasure
Library Media Specialist Evidence
Promotes reading in traditional and innovative ways using print and digital test devices such as Playaways, eBooks, e-readers and
tablets
Engages learners in reading, writing, and listening for understanding and enjoyment
Creates an environment where independent reading is valued, promoted, and encouraged
Helps students to use social media such as blogs, tweets and wikis to communicate globally about what they are reading
Creates opportunities to involve caregivers, parents, and other family members in their child's reading
Motivates learners to read fiction and nonfiction through reading aloud, booktalks, display, exposure to authors, and creating digital
booktalks or book trailers
Coordinates school-wide reading programs such as Battle of the books, Reading Counts, Sunshine State Young Readers or Florida
Teens Read
Promotes alternative reading options through reading lists, bibliographies and webliographines that include a range of reading material
including graphic novels, eBooks, and other formats
Student Evidence
Students can utilize Destiny to select library material for personal interest
□ Students can independently browse the shelves to select reading materials
□ Students participate in school-wide reading programs
Scale Levels: (choose one)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Implementing	Is a leader in	Promotes reading	Creates an	Uses strategy	Strategy was called for
Processes to	implementing	through school-wide	environment where	incorrectly or with	but not exhibited.
Motivate Reading	exceptional reading	programs and	independent reading	parts missing.	
for Intrinsic Value	promotion activities.	interactive reading	for understanding		
		activities and	and enjoyment is		
		monitors for	valued, but does not		
		evidence of the	monitor its influence		
		extent to which that	on the culture of the		
		influences the	school.		
		culture of the school.			

☐ Developing

Beginning

□Not Using

□Not Applicable

☐ Applying

■ Innovating

	Innovating	Applying	Developing	Beginning	Not Using
Implementing	What are you	How might you	In addition to	How can you begin	How can you begin to
Processes to	learning about your	adapt and create new	creating an	to create an	incorporate some
Motivate Reading	students as you adapt	strategies to promote	environment where	environment where	aspect of this strategy?
for Intrinsic Value	and create new	reading through	independent reading	independent reading	
	strategies?	school-wide	for understanding	for understanding is	
		programs that	and enjoyment is	valued?	
		address unique	valued, how can you		
		student needs and	monitor the		
		situations?	influence on the		
			school-wide culture?		

F. De	monstrating U	Use of School	Online Resour	ces		
Proved o	digital resources inte	rface with the librar	y program through we	b pages, electronic re	eference database	
subscrip	tions, Learning Villa	age, Learning Tools	, the online catalog, pr	oductivity tools, and	reading promotion pro	ograms
Library	Media Specialist E	vidence				
	Instructs students	in the use of federal	searches across datab	ases, websites, and lib	orary materials to max	imize their results
	Utilizes the report	feature in the librar	y catalog to assist stud	ents in making book o	choices	
	Prepares resource	lists and pathfinders	to assist teachers and	students		
	Prepares reports fr	rom a reading prome	otion program such as	Reading Counts to as	sess student's reading	progress
	Uses SharePoint, g	google.docs and Lea	arning Village to retrie	ve shared resources to	enhance the students	' learning
	experience					
	Uses home pages of	of Edline and Destin	y to promote resources	S		
Student	Evidence					
	When asked studer	nts can navigate to a	ppropriate school's vii	tual database to find	information pertinent	to the task
	When asked stude	nts can access differ	rent features and search	options in the online	e catalog	
	When asked stude	nts can use different	t productivity tools to	create a product that n	neets learning goals	
	When asked studen	nts can take a Readin	ng Counts quiz			
Scale L	evels: (choose one)					
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□NotUsing	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Use of School Online	Is a recognized leader in	The library media specialist keeps an up-to-	The library media specialist keeps a web page; teaches	Uses strategy incorrectly or	Strategy was called for but not
Resources	helping others with this activity.	date webpage that link - sschool resources; teaches digital literacies, promotes electronic resources including database subscriptions to students, promotes reading programs such as Accelerated Reader and uses usage data from all available electronic resources to revise instruction and make purchasing decisions.	digital literacies, promotes electronic resources including database subscriptions to students, promotes reading program such as such as Accelerated Reader and collects usage data but information is not used to revise instruction or influence purchasing decisions.	with parts missing.	exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Use	What are you	How might you adapt and	In addition to maximize the	How can you	How can you
of School Online	learning about	create new strategies to	usage and benefits of the school	maximize the	begin to
Resources	your students	maximize the usage and	digital resources, how can you	usage and	incorporate some
	as you	benefits of the school	use that information to revise	benefits of the	aspect of this
	adapt/create	digital resources that	instruction or influence	school digital	strategy?
	new strategies	address unique student	purchasing decisions?	resources?	
	and help others	needs and situations?			
	in this area?				

G. Using Selection Tools and a Collection Development Plan to Purchase Resources

The library media specialist maintains a well-developed collection of digital and print resources that support curricular topics research and user' interest. Selection is performed according to school policies that promote equitable access to materials to meet the needs of a diverse population

Library	Media	Specia	list E	videnc	e
	~ .	~ 1		-	•

Creat	tes a	Collection	Develo	pment	Policy, t	hat in	icludes s	tandaı	d AI	LA el	eme	nts, suc	ch as a	state	ment o	n Intel	lectua
Freed	om,	Challenge	Proced	ure and	Reader's	s Bill	of Right	S									

□□ Develops and communicates short and long term purchasing goals with stakeholders

□□ Utilizes professional reviews and/or selection tools to purchase resources

Uses collection analysis tools to evaluate the age and strengths/weaknesses of the collection before selecting new resources

Acquires and promotes a current, high quality, high-interest collection of resources in print and digital formats

☐ Developing

Scale Levels: (choose one)

☐ Innovating ☐ Applying

\Box R	aain	nin	_

□Not Using

□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Selection	Adapts and	The library media	The library media	Uses the Collection	Strategy was called for
Tools and a	collaboratively	specialist submits a	specialist has an out-	Development Policy,	but not exhibited.
Collection	creates new program	collection	of-date or	short and long-term	
Development Plan	documents and	development policy	incomplete	purchasing goals and	
to Purchase	purchasing goals that	with administration	collection	selection tools	
Resources	are communicated	and with the school.	development policy	incorrectly or with	
	widely with	New resources are	but does not	parts missing.	
	stakeholders.	professionally	regularly use		
		reviewed; reflect	selection tools for		
		cultural diversity and	purchases.		
		differentiated			
		learning for the			
		population served.			

	Innovating	Applying	Developing	Beginning	Not Using
Using Selection	What are you	How might you	How can you begin	How can your	How can you begin to
Tools and a	learning about your	begin to	to have a current and	knowledge of things	incorporate some
Collection	library collection	collaboratively	complete collection	such as, Collection	aspect of Collection
Development Plan	needs as you	create program	development policy?	Development Policy,	Development Policy,
to Purchase	communicate widely	documents and		short and long-term	short and long-term
Resources	with stakeholders?	discuss purchasing		purchasing goals and	purchasing goals and
		needs goals with		selection tools	selection tools into
		stakeholders?		translate into having	your repertoire?
				an improved	
				collection policy?	

H. Organizing and Maintaining the Physical and Virtual Space to Support Personalized Learning and Flexible Use of the Media Center

The library media specialist provides flexible and equitable patron access to physical and virtual collections. Materials are

The heart meet specialist provides hemere and equivalent part of physical and theart concerns himself and									
esthetically displayed, and signage clearly directs patrons to resources. The physical layout enables multiple learning activities to									
occursimultaneously.									
Library Media Specialist Evidence									
Designs learning spaces that accommodate a range of teaching methods.									
Provides sufficient and appropriate shelving and storage of resources.									
Provides space and seating that enhances and encourages technology use, leisure reading and browsing, and the use of									
materials in all formats.									
Maintains a library website in Destiny that provides 24-7 access to digital information resources.									
Student Evidence									
□□ When asked, students can describe the arrangement of materials in the library media center.									
When asked, the student can locate Learning Tools, Destiny Library Catalog and other digital resources on the school web									
page.									
Scale Levels: (choose one)									
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable									

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and	Expands the library	Physical and virtual	Creates an attractive	Attempts to perform	Makes no attempt to
Maintaining the	participation and	collections are	and welcoming	this activity but does	perform this activity.
Physical and	student learning	aesthetically	learning space.	not actually	
Virtual Space to	experiences through	displayed and clearly		complete or follow	
Support	the design of	labeled by signage.		through with the	
Personalized	physical and virtual			attempts.	
Learning and	spaces.				
Flexible Use of the					
Media Center					

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and	Describe the positive	How might you	In addition to paying	How can you begin	How can you begin to
Maintaining the	outcomes between	adapt and create new	attention to the	to alter the design of	incorporate some
Physical and	library participation	strategies to increase	physical space of the	the Media Center	aspect of this strategy
Virtual Space to	and the design of the	library participation?	Media Center, how	environment?	in your instruction?
Support	Media Center.		can you begin to		
Personalized			look at the set up of		
Learning and			the physical and		
Flexible Use of the			virtual collections?		
Media Center					

I. Coordinating Literacy Activities to Support Multiple Interests, Learning Styles and Academic Needs

The library media specialist develops literacy program goals and activities that support active and participatory learning for multiple interests, learning styles and academic needs to ensure equitable access to ideas and information throughout the school community.

\mathbf{L}	ibrary	Media (Specia	alist E	vidence
_	IDIGI 1	, mracuia	DPCCI	anst 12	viuciice

- Designs learning spaces and activities that support multiple interests, learning styles and academic needs for students, teachers and parents.
- Seeks input from appropriate members of the school and community when developing literacy goals and program guidelines.
- Adheres to school board polices on material selections and challenges

Student Evidence

When asked, students can describe where and how to locate both print and digital library resources that best support their interests, learning styles and academic needs

Scale Levels: (choose one)

Innovating	☐ Applying	□ Developing	□Beginning	□Not Using	☐Not Applicable
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Scale

	Innovating	Applying	Developing	Beginning	Not Using
Coordinating Literacy Activities to Support Multiple Interests, Learning Styles and Academic Needs	The library media specialist is a recognized literacy leader in the school, helping to design school wide literacy experiences and resources that support multiple interests, learning styles and academic needs for the entire school community, (i.e. students, teachers and parents).	The library media specialist initiates and supports literacy activities that support multiple interests, learning styles and academic needs of both teachers and students.	The library media specialist participates in literacy activities that support multiple interests, learning styles and academic needs of students.	The library media specialist attempts to perform this activity, but does not actually complete or follow through with the attempts.	The library media specialist makes no attempt to perform this activity.

	Innovating	Applying	Developing	Beginning	Not Using
Coordinating	Describe how the	How might you	How can you	How can you begin	How can you begin to
Literacy Activities	community has been	adapt and create new	support the diverse	to participate in	incorporate some
to Support Multiple	impacted through the	strategies for literacy	needs of our student	literacy activities	aspect of this strategy
Interests, Learning	literacy experiences	activities that will	population and at the	that meet the diverse	in your instruction?
Styles and	you helped to create.	create school-wide	same time meet the	needs of our student	
Academic Needs		literacy experiences?	needs of our teachers	population?	
			through literacy		
			activities?		

SADES Learning Map

Domain 1: Strategies and Behaviors

Psychologist/Social Worker/Counselor/Technical

Lesson Segment: Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

- 1. Providing Clear Learning Goals and Scales (Rubrics)
- 2. Tracking Participant Progress
- 3. Celebrating Success

DQ6: Establishing Rules and Procedures

- Establishing Support Routines/Processes
- Supporting and Organizing the Physical Layout of the Session Room

Lesson Segment: Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Information
- 7. Organizing and Orienting Participant to Interact with New Knowledge
- 9. Chunking Content into "Digestible Bites"
- 11. Elaborating on New Information
- 12. Recording and Representing Knowledge
- 13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- 15. Organizing Participants to Practice and Deepen Knowledge
- 17. Examining Similarities and Differences
- 18. Examining Errors in Reasoning
- 19. Supporting Practicing Skills, Strategies, and Processes
- 20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance

Lesson Segment --- Enacted on the Spot

DQ5: Engaging Students

- 24. Noticing When Participants are Not Engaged
- 25. Using Activities to Engage Students
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 31. Providing Opportunities for Participants to Talk about Themselves

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- 35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Participants' Interests and Backgrounds
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

39. Communicating Value and Respect for Low Expectancy Participants

Additional Elements

- J. Contacting and Communicating with Parents, Teachers and Students to Facilitate Educational Planning
- K. Accessing, Evaluating and Utilizing Technology to Safeguard and Enhance the Quality of Services
- L. Applying and Implementing Evidence---Based Strategies and Best Practices to Improve Participant Performance
- M. Facilitating Design and Delivery of Interventions to help Participants Develop Effective Behaviors
- N. Recognizing and Addressing Systemic Problems that Impact Student Progress and Success.
- O. Coordinate Services Between Schools, Families, and Community Providers.
- P. Preparing Written Reports in Clear Understandable Terms that Incorporate All Relevant School and Background Information
- Q. Providing Counseling, Behavioral Coaching, and or Interventions through Direct, Indirect or Consultation Services
- R. Collecting and Analyzing Data to Develop and Implement Interventions Within a Problem---Solving Framework

Domain 2: Planning and Preparing

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

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

49. Needs of Students Who Lack Support for Schooling

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting School Development

- 59. Adhering to School Rules and Procedures
- 60. Participating in School Initiatives

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)						
The Therapist/Teacher provides clearly stated long-term learning goals commensurate with individual needs accompanied by						
outcomes that describe levels of performance relative to the learning goal(s).						
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based						
Team members):						
Learning goals have been articulated to the students/recipients via the Individual Education Plan (IEP)						
Therapist/Teacher makes reference to the learning goals and outcomes throughout the lesson/ workshop/ meeting/						
conference						
Therapist/Teacher shares/develops learning goal(s) with students/ recipients						
The Therapist/Teacher develops clinical management plans, which are easily followed, comprehensive and consistent						
with clinical objectives						
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):						
□□ When asked, participants can explain the long-term learning goals						
□□ When asked, participants can explain how their current activities relate to the long-term learning goal(s)						
Teacher acknowledges participants who have achieved a certain score on the scale or rubric						
Scale Levels: (choose one)						
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear	Adapts and creates	Provides a clearly	Provides a clearly	Uses strategy	Strategy was called for
Learning Goals and	new strategies for	stated learning goal	stated learning goal	incorrectly or with	but not exhibited.
Scales (Rubrics)	unique participant	accompanied by a	accompanied by a	parts missing.	
	needs and situations	scale or rubric that	scale or rubric that		
	in order for the	describes levels of	describes levels of		
	desired effect to be	performance and	performance, but the		
	evident in all	monitors for	majority of		
	participants.	evidence of the	participants are not		
		majority of	monitored for the		
		participants'	desired effect of the		
		understanding of the	strategy		
		learning goal and the			
		levels of			
		performance			

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear	What are you	How might you	In addition to	How can you	How can you begin to
Learning Goals and	learning about your	adapt and create new	providing a clearly	provide a clearly	incorporate some
Scales (Rubrics)	participants as you	strategies for	stated learning goal	stated learning goal	aspects of this strategy
	adapt and create new	providing clearly	accompanied by a	accompanied by a	into your instruction?
	strategies?	stated learning goals	scale or rubric that	scale or rubric that	
		and rubrics that	describes levels of	describes levels of	
		address the unique	performance, how	performance?	
		participant needs and	can you monitor		
		situations?	participant's		
			understanding of the		
			learning goal and the		
			levels of		
			performance?		

2. Tracking Participant Progress
The Therapist/Teacher tracks student progress on one or more learning goals.
OR
The Therapist/Teacher when completing an evaluation correctly scores and completes all protocols following appropriate
prescribed standardized methods using a variety of appropriate measures.
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team members):
Therapist/Teacher tracks student progress on the learning goal(s) of the IEP on which they are providing service.
Maintains clinical data/evaluation results on all students.
□□ Evaluation protocols are scored appropriately based on the evaluation manual.
□□ Therapist/Teacher fulfills required FTE and Federal record-keeping accurately and punctually.
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
□□ When asked, participants can describe their status relative to the learning goal using the scale or rubric.
Participants systematically update their status on the learning goal.
Scale Levels: (choose one)
$\begin{tabular}{lll} \square Innovating & \square Applying & \square Developing & \square Beginning & \square Not Using & \square Not Applicable \\ \end{tabular}$

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking	Adapts and creates	Facilitates tracking	Facilitates the	Uses strategy	Strategy was called for
Participant	new strategies for	of participant	tracking of	incorrectly or with	but not exhibited.
Progress	unique student needs and situations in order for the desired effect to be evident in all participants	progress using a formative approach to assessment and monitors for evidence of the extent to which the majority of participants understand their level of performance.	participant progress using a formative approach to assessment, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

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

3. Cele	ebrating Succ	eess				
The Ther	apist/Teacher recog	nizes the progress	of students/recipients t	oward the learning go	oal(s).	
OR						
The Ther	apist/Teacher when	completing an eva	aluation provides the st	udent/recipient with v	verbal affirmation of	compliance and
attention	to the requested tas	ks and the choice of	of instruments utilized	is based upon the nee	ds of the child.	
Therapis	st/Teacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Feam members or S	chool Based
Team me	embers):					
	Therapist/Teacher/e	ducator acknowled	lges gains in the stude	nt/recipient knowledg	e and skill relative to	the learning goal.
	Therapist/Teacher	utilizes a variety of	f ways to acknowledge	success including ve	rbal and written affir	mation.
	Therapist/Teacher	uses a variety of w	ays to celebrate succes	SS.		
Participa	ant Evidence (Part	icipants include: s	students, parents, tead	chers, school personi	nel, and community	members):
	Participant show s	igns of pride regard	ling their accomplishme	ents in the class.		
	When asked, partic	ipant say they war	nt to continue to make	progress.		
Scale Le	vels: (choose one)					
	☐ Innovating	☐ Applying	☐ Developing	Reginning	□Not Using	□ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	Adapts and creates	Provides participants	Provides participants	Uses strategy	Strategy was called for
	new strategies for	with recognition of	with recognition of	incorrectly or with	but not exhibited.
	unique participant	their current status	their current status	parts missing.	
	needs and situations	and their knowledge	and their knowledge		
	in order for the	gain relative to the	gain relative to the		
	desired effect to be	learning goal and	learning goal, but the		
	evident in all	monitors for	majority of		
	participants.	evidence of the	participants are not		
		extent to which the	monitored for the		
		majority of	desired effect of the		
		participants are	strategy.		
		motivated to enhance			
		their status.			

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

DQ6: Establishing Rules and Procedures

4. Establishing Support Routines/Processes
The Therapist/Teacher reviews expectations regarding rules and/or procedures to ensure their effective execution.
OR
The Therapist/Teacher when completing an evaluation explains procedures in a standardized format relative to the assessment tool
and/or expectations of behaviors during the evaluation session and requires the child to follow the recommended protocol.
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team members):
☐ Therapist/Teacher has procedures and routines in place when working with students/recipients.
Therapist/Teacher assists educators in developing rules, routines, and procedures for working with students with
special needs.
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
Participants follow clear routines during class/meetings/workshops.
□□ When asked, participants can describe established rules and procedures.
When asked, participants can describe the classroom/environment as orderly.
Participants recognize cues and signals by the therapist/teacher.
Participants regulate their own behavior.
Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing	Adapts and creates	Establishes and	Establishes and	Uses strategy	Strategy was called for
Support	new strategies for	reviews expectations	reviews expectations	incorrectly or with	but not exhibited.
Routines/Processes	unique participant	regarding rules and	regarding rules and	parts missing.	
	needs and situations	procedures and	procedures, but the		
	in order for the	monitors for	majority of		
	desired effect to be	evidence of the	participants are not		
	evident in all	extent to which the	monitored for the		
	participants.	majority of	desired effect of the		
		participants	strategy.		
		understand the rules			
		and procedures.			

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

5. Supporting and Organizing the Physical Layout of the Session Room

The Therapist/Teacher organizes the physical layout of the classroom/therapy room to facilitate movement and focus on learning or is conducive to evaluation activities.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- Therapist/Teacher organizes the physical layout of the classroom/therapy room to facilitate a focus on the conversation.
- Therapist/Teacher arranges the physical layout of the classroom to ensure that there are clear traffic patterns and that the classroom arrangement provides easy access to materials and centers.

Participa	nt Evidence (Participants include: students, parents, teachers, school personnel, and community members)
	Participants describe the environment as conducive for learning/collaboration.

☐ Developing

	Participants	describe the	environment	as conducive	for	learning/collaboration
--	---------------------	--------------	-------------	--------------	-----	------------------------

- □□ Participants make use of materials and learning centers.
- Participants attend to the information provided on boards or charts.
- Participants focus on the therapist/teacher during therapy/instruction.

Scale l	Levels:	(choose	one)
Scale	Levels.	CHOOSE	OHE

☐ Innovating	☐ Applying

Beginning	

□Not	Applicabl
	ADDITCAU

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and	Adapts and creates	Organizes the	Organizes the	Uses strategy	Strategy was called for
Organizing the	new strategies for	physical layout of	physical layout of	incorrectly or with	but not exhibited.
Physical Layout of	unique participant	the session room to	the session room to	parts missing.	
the Session Room	needs and situations	facilitate movement	facilitate movement		
	in order for the	and focus on	and focus on		
	desired effect to be	learning and	learning, but the		
	evident in all	monitors for	majority of		
	participants.	evidence of the	participants are not		
		impact of the	monitored for the		
		environment on the	desired effect of the		
		majority of	strategy.		
		participant learning.			

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and	What are you	How might you	In addition to	How can you	How can you begin to
Organizing the	learning about your	adapt and create new	organizing the	organize the physical	incorporate some
Physical Layout of	participants as you	strategies for	physical layout of	layout of the session	aspects of this strategy
the Session Room	adapt and create new	organizing the	the session room to	room to facilitate	into your instruction?
	strategies?	physical layout of	facilitate movement	movement and focus	
		the session room to	and focus on	on learning?	
		facilitate movement	learning, how can		
		and focus on	you monitor the		
		learning that	impact of the		
		addresses unique	environment on		
		participant needs and	participant learning?		
		situations?			

DQ2: Helping Students Interact with New Knowledge

6. Ide	6. Identifying Critical Information						
The The	erapist/Teacher iden	tifies, and assists stu	idents/recipients in ide	entifying, critical info	rmation pertinent to st	udents/recipients.	
-	Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):						
	Therapist/Teacher	assists the educator	in the identification of	of critical information	of a given lesson.		
	*	•	o assist students/recipi		•	nformation.	
	Therapist/Teacher	articulates the imp	ortance of standards/c	ontent/topics to stude	nts/recipients.		
Partici		_	students, parents, tea				
	When asked, parti	cipants can describe	e the level of importar	nce of the information	addressed in class/en	vironment.	
	When asked, parti	cipants can explain	why the content is in	portant.			
Scale L	evels: (choose one)						
	Innovating	\square Applying	☐ Developing	\square Beginning	\square Not Using	□Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Critical Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Signals to participants which content is critical versus non-critical and monitors for evidence of the extent to which the majority of participants are attending to critical information.	Signals to participants which content is critical versus non-critical, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

7. Or	ganizing and (Orienting Pa	rticipants to In	iteract with No	ew Knowledge			
The The	The Therapist/Teacher organizes students/recipients into small groups to facilitate the processing of new information.							
Therapi	ist/Teacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	School Based		
Team m	nembers):							
	Therapist/Teacher	organizes student g	groups to facilitate the	rapy sessions.				
	Therapist/Teacher	has established rou	itines for grouping stu	dents/recipients.				
	•		recipients into small g	-	e processing of new in	nformation.		
	· · · · · · · · · · · · · · · · · · ·	8			r r			
Particip	oant Evidence (Part	icipants include: s	students, parents, tea	chers, school person	nel, and community	members):		
	Participants move	to groups in an orde	erly fashion.					
	Participants appear	to understand exp	ectations about approp	riate behavior in gro	ups.			
		•			•			
Scale Lo	evels: (choose one)							
	Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	□Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and Orienting Participants to Interact with New Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into small groups to facilitate the processing of new knowledge for the majority of the participants and monitors for evidence of group processing.	Organizes participants into small groups to facilitate the processing of new knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and Orienting Participants to Interact with New Knowledge	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing participants to interact with new knowledge that address unique participant needs and situation?	In addition to organizing participants into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize participants into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspects of this strategy into your instruction?

9. Ch	9. Chunking Content into "Digestible Bites"							
Based	Based on student/recipient needs, the Therapist/Teacher breaks the content or goal into small chunks (i.e. digestible bites) of							
informa	tion that can be easil	y processed.						
Therap	oist/Teacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	chool Based		
Team r	nembers):							
	Therapist/Teacher	stops at strategic p	oints during facilitation	n, mentoring, coachin	g, delivery of conten	t, and/or		
	presentation of nev	v information.						
	Therapist/Teacher	guides educators in	n chunking informatior	into digestible bites				
	•		-	-				
Partici	pant Evidence (Part	ticipants include:	students, parents, tea	chers, school person	nel, and community	members):		
	Participants appear	to know what is e	expected of them when	the teacher stops at s	strategic points.			
			•	•	0 1			
Scale L	evels: (choose one)							
	Innovating	\square Applying	☐ Developing	\square Beginning	□Not Using	☐Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking Content into "Digestible Bites"	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Breaks input experiences into small chunks based on participant needs and monitors for evidence of the extent to which chunks are appropriate for the majority of participants.	Breaks input experiences into small chunks based on participant needs, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

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Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New	Adapts and creates	Engages participants	Engages participants	Uses strategy	Strategy was called for
Information	new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	in answering inferential questions and monitors for evidence of the extent to which the majority of participants elaborate on what was explicitly taught.	in answering inferential questions, but the majority of participants are not monitored for the desired effect of the strategy.	incorrectly or with parts missing.	but not exhibited.

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

12.	Record	ing and	d Repre	senting	Knowl	edge

When asked, participants can explain main points of the lesson

 \square Applying

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

d/or represent the content in nonlinguistic ways.	
herapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based	
eam members):	
☐ Therapist/Teacher asks students to summarize the information they have learned	
□□ Therapist/Teacher asks students to generate notes that identify critical information in the content	
☐ Therapist/Teacher asks students to create nonlinguistic representations for new content	
 Graphic organizers 	
o Pictures	
 Pictographs 	
 Flow charts 	
□□ Therapist/Teacher asks students to create mnemonics that organize the content	
articipant Evidence (Participants include: students, parents, teachers, school personnel, and community members):	
Participants' summaries and notes include critical content	
□□ Participant' nonlinguistic representation include critical content	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and	Adapts and creates	Engages participants	Engages participants	Uses strategy	Strategy was called for
Representing	new strategies for	in activities that help	in activities that help	incorrectly or with	but not exhibited.
Knowledge	unique participant	them record their	them record their	parts missing.	
	needs and situations	understanding of	understanding of		
	in order for the	new content in	new content in		
	desired effect to be	linguistic ways	linguistic ways		
	evident in all	and/or in	and/or in		
	participants	nonlinguistic ways	nonlinguistic ways,		
		and monitors for	but the majority of		
		evidence of the	participants are not		
		extent to which this	monitored for the		
		enhances the	desired effect of the		
		majority of	strategy.		
		participants'			
		understanding.			

 \square Beginning

□Not Using

□Not Applicable

☐ Developing

Reflection Questions

Scale Levels: (choose one)

☐ Innovating

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

13. R	13. Reflecting on Learning							
The The	erapist/Teacher er	ngages students/ recipio	ents in activities that h	elp them reflect on the	neir learning and the le	earning process.		
Therap	ist/Teacher Evid	lence (Recipients may	y include: teachers, p	arents, Child Study	Team members or S	chool Based		
Team n	nembers):							
	Therapist/Teacl	her asks students/ recip	pients to state or recor	d what they are clear	about and what they a	re confused about		
	Therapist/Teach	er asks students/ recip	ient to reflect on their	own learning				
	Therapist/Teac	her asks students/ recip	pients to state or record	d what they might have	ve done to enhance the	eir learning		
	Therapist/Teach	er asks students/ recip	ients how their knowl	edge has grown thro	ugh this learning proc	ess		
Partici	pant Evidence (P	articipants include: s	tudents, parents, tea	chers, school person	nel, and community	members):		
	When asked, pa	articipants can explain	what they are clear ab	out and what they are	e confused about			
	When asked, participants can describe the effectiveness of their effort							
	When asked, participants can explain what they could have done to enhance their learning							
Scale L	evels: (choose on	e)						
	Innovating	\square Applying	☐ Developing	\square Beginning	\square Not Using	□Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on Learning	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in answering inferential questions and monitors for evidence of the extent to which the majority of participants elaborate on what was explicitly taught.	Engages participants in reflecting on their learning and the learning process, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

DQ3: Helping Students Practice and Deepen New Knowledge

15. O	15. Organizing Participants to Practice and Deepen Knowledge							
The The	erapist/Teacher uses g	grouping students i	in ways that facilitate p	racticing and deepen	ing knowledge.			
Therap	ist/Teacher Evidenc	ce (Recipients ma	y include: teachers, pa	arents, Child Study	Team members or S	chool Based		
Team n	nembers):							
	Therapist/Teacher organizes students/recipients into groups with the expressed idea of deepening their knowledge of							
	informational content							
	Therapist/Teacher of	organizes students/	recipients into groups v	with the expressed id	ea of practicing a ski	ll, strategy, or		
	process							
Particip	oant Evidence (Parti	icipants include: s	students, parents, teac	chers, school person	nel, and community	members):		
	When asked, partic	ipants can explain	how the group work s	upports their learning	Ţ			
	While in groups pa	rticipants interact	in explicit ways to deep	en their knowledge	of informational cont	ent or, practice a		
	skill, strategy, or pro	ocess						
Scale L	evels: (choose one)			_	_			
	Innovating	Applying	Developing	\square Beginning	\square Not Using	□Not Applicable		
	While in groups pa skill, strategy, or pro evels: (choose one)	rticipants interact ocess	in explicit ways to deep	oen their knowledge o	of informational cont			

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Participants to Practice and Deepen Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into groups to practice and deepen knowledge and monitors for evidence of the extent to which the group work extends the majority of participants learning.	Organizes participants into groups to practice and deepen knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Organizing	What are you	How might you	In addition to	How can you	How can you begin to
Participants to	learning about your	adapt and create new	organizing	organize participant	incorporate some
Practice and	participants as you	strategies for	participants to	into groups to	aspects of this strategy
Deepen Knowledge	adapt and create new	organizing	practice and deepen	practice and deepen	into your instruction?
	strategies?	participants to practice and deepen knowledge that address unique participant needs and situations?	their knowledge, how can you also monitor the extent to which the group work extends their learning?	their knowledge?	

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

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

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

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

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

Scale Levels: (choose one)

Innovating	\square Applying	☐ Developing	\square Beginning	□Not Using	☐Not Applicable
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Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining	Adapts and creates	When content is	When content is	Uses strategy	Strategy was called for
Similarities and	new strategies for	informational,	informational,	incorrectly or with	but not exhibited.
Differences	unique participant	engages participants	engages participants	parts missing.	
	needs and situations	in activities that	in activities that		
	in order for the	require them to	require them to		
	desired effect to be	examine similarities	examine similarities		
	evident in all	and differences and	and differences, but		
	participants.	monitors for	the majority of		
		evidence of the	participants are not		
		extent to which the	monitored for the		
		majority of the	desired effect of the		
		participants are	strategy		
		deepening their			
		knowledge.			

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

18. E	xamining Er	rors in Reason	ning			
The The	erapist/Teacher eng	gages students to deep	pen their abilities by e	xamining their own p	roduction of a specific	skill.
Therap	ist/Teacher Evide	ence (Recipients ma	y include: teachers, p	parents, Child Study	Team members or So	chool Based
Team n	nembers):					
	Therapist/Teache	r assists students in 1	reflective practice to a	ssist in examining err	ors in replicating a spe	ecific skill.
	Students can list	en or watch when the	Therapist/Teacher is	completing a skill cor	rectly/incorrectly and	comment on the
	correctness of the	Therapist/Teacher.				
	Student data she	ets and work samples	8.			
Partici	pant Evidence (Pa	rticipants include: s	students, parents, tea	chers, school person	nel, and community	members):
	When asked, par	ticipants can describe	e correct production of	f a specific skill.		
	When asked, par	ticipants can explain	the overall structure of	of an argument presen	ted to support a claim	
	Artifacts indicate	that participants can	identify errors in the	ir own work.		
Scale L	evels: (choose one)		_		
	Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	□Not Applicable

Scale

Inr	novating Apply	lying Developing	ng Beginning	Not Using
Examining Errors in Reasoning Adapts new str unique needs a in order	s and creates rategies for informations participant engages part and situations in activities ref for the require them d effect to be t in all	When content is informational, engages participants es that in activities that require them to examine their or or the formation ed to them ors for but the majority participants are which the ff the desired effect or strategy.	s Uses strategy incorrectly or with parts missing. t own e attion them, y of e not he	Not Using Strategy was called for but not exhibited.

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

19.	Sup	porting	Practicing	Skills,	Strategies,	and	Processes

The Therapist/Teacher engages students in practice activities that help them develop proficiency and generalization of skills.

$The rap ist/Teacher\ Evidence\ (Recipients\ may\ include:\ teachers,\ parents,\ Child\ Study\ Team\ members\ or\ School\ Based\ Team\ members):$

- Therapist/Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - o Independent practice if students can perform the skill, strategy, or process independently

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

Recipient implements the strategy and/or participant performs the skill, strategy, or process with increased confidence and competence and begins to generalize the skill to other settings.

Scale Levels: (choose one)					
Innovating	Applying	Developing	\square Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting Practicing Skills, Strategies, and Processes	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	When content involves a skill, strategy, or process, engages participants in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of participants' fluency.	When content involves a skill, strategy, or process, engages participants in practice activities, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Supporting Practicing Skills, Strategies, and Processes	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique participant needs and situations?	In addition to engaging participants in practice activities, how can you monitor the extent to which the practice is increasing participant fluency?	How can you engage participants in activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspects of this strategy into your instruction?

20. Revising Knowledge
The Therapist/Teacher supports students/recipients in the revision of knowledge and self-monitoring of previous knowledge about
content.
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team members):
□□ When asked, the student/recipient can explain previous incorrect responses
When asked, the student/recipient can explain how his/her understanding or production of the skill has changed
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
☐ Participant makes corrections to incorrect responses
□□ When asked, participants can explain previous errors or misconceptions they had about content
Therapist/Teacher asks participants to examine previous entries in their academic notebooks or notes
Therapist/Teacher has participants explain how their understanding has changed and how the correct response is
produced
Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in revision of previous content and monitors for evidence of the extent to which these revisions deepen the majority of participants' understanding.	Engages participants in revision of previous content, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks						
The Therapist/Teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to						
generate and test hypotheses.						
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based						
Team members):						
☐ Therapist/Teacher establishes the need to generate and test hypotheses						
☐ Therapist/Teacher organizes students into groups to generate and test hypotheses						
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):						
When asked, participants describe the importance of generating and testing hypotheses about content						
□□ When asked, participants explain how groups support their learning						
Participants use group activities to help them generate and test hypotheses						
Scale Levels: (choose one)						
$\begin{tabular}{lll} \square Innovating & \square Applying & \square Developing & \square Beginning & \square Not Using & \square Not Applicable \\ \end{tabular}$						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Students for Cognitively Complex Tasks	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants	Organizes participants into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of participants.	Organizes participants into groups to facilitate working on cognitively complex tasks, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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

22. En	gaging Participants in Cognitively Complex Tasks Involving Hypothesis
Gener	ration and Testing
	rapist/Teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry,
investiga	tion) that require them to generate and test hypotheses.
Therapis	st/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team me	embers):
	Therapist/Teacher engages students with an explicit decision making, problem solving, experimental inquiry,
	or investigation task that requires them to generate and test hypotheses
	Therapist/Teacher facilitates students generating their own individual or group task that requires them to generate and
	test hypotheses
Participa	ant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
	Participants are clearly working on tasks that require them to generate and test hypotheses
	When asked, participants can explain the hypothesis they are testing
	When asked, participants can explain whether their hypothesis was confirmed or disconfirmed
	Participant artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or
	investigation

 \square Beginning

□Not Using

□Not Applicable

Scale

Scale Levels: (choose one)

☐ Innovating

 \square Applying

beare					
	Innovating	Applying	Developing	Beginning	Not Using
Engaging	Adapts and creates	Engages participants	Engages participants	Uses strategy	Strategy was called for
Participants in	new strategies for	in cognitively	in cognitively	incorrectly or with	but not exhibited.
Cognitively	unique participant	complex tasks (e.g.	complex tasks (e.g.	parts missing.	
Complex Tasks	needs and situations	decision making,	decision making,		
Involving	in order for the	problem solving,	problem solving,		
Hypothesis	desired effect to be	experimental	experimental		
Generation and	evident in all	inquiry,	inquiry,		
Testing	participants.	investigation) and	investigation), but		
		monitors for	the majority of		
		evidence of the	participants are not		
		extent to which the	monitored for the		
		majority of	desired effect of the		
		participants are	strategy.		
		generating and			
		testing hypotheses.			

 \square Developing

	Innovating	Applying	Developing	Beginning	Not Using
Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies organizing participants to complete cognitively complex tasks?	In addition to engaging participants in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which participants are generating and testing hypotheses?	How can you engage participants in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspects of this strategy into your instruction?

23. P	roviding Re	sources and G	uidance			
The The	erapist/Teacher a	cts as resource provide	er and guide as students	/recipients engage in	therapeutic or educat	tional tasks.
_	ist/Teacher Evid nembers):	dence (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	School Based
00	Therapist/Teacl	ner assists students/recates around the room	ipients who need guid	ance or resources		
		les easy access to hims	elf/herself			
00 00	•		ring the class to determ		*	nerapeutic tasks.
Partici	Participants see	ek out the teacher for a articipants can explain	students, parents, tea advice and guidance re how the teacher provi	garding therapeutic ta	isks.	·
Scale L	evels: (choose or	ne)				
	Innovating	Applying	Developing	\square Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing	Adapts and creates	Acts as a guide and	Acts as a guide and	Uses strategy	Strategy was called for
Resources and	new strategies for	resource provider as	resource provider as	incorrectly or with	but not exhibited.
Guidance	unique participant needs and situations in order for the desired effect to be evident in all participants.	participants engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of participants request and use guidance and resources.	participants engage in cognitively complex tasks, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

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

DQ5: Engaging Students

24. Noticing When Participants are Not Engaged					
The Therapist/Teacher recognizes and addresses non-engagement makes note of non-engagement and taking action.					
OR					
The Therapist/Teacher when evaluating a student redirects inattention or non-engagement with the presented activities.					
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based					
Team members):					
□□ Therapist/Teacher redirects students/ recipients when not engaged.					
Assists students/ recipients in implementation of a strategy (ies) for engagement in their own context.					
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):					
Participant engagement improves when redirected.					
Scale Levels: (choose one)					
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable					

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing When	Adapts and creates	Scans the room	Scans the room	Uses strategy	Strategy was called for
Participants are	new strategies for	making note of when	making note of when	incorrectly or with	but not exhibited.
Not Engaged	unique participant	participants are not	participants are not	parts missing.	
	needs and situations	engaged and takes	engaged and takes		
	in order for the	action and monitors	action, but the		
	desired effect to be	for evidence of the	majority of		
	evident in all	extent to which the	participants are not		
	participants.	majority of	monitored for the		
		participants re-	desired effect of the		
		engage.	strategy.		

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

25. Us	sing Activitie	s to Engage S	Students			
The The	rapist/Teacher uses	academic games ar	nd inconsequential com	petition to maintain s	student/recipient enga	gement.
Therapi	ist/Teacher Evider	nce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	chool Based
_	embers):	•	, ,	,		
	Therapist/Teache	r uses structured the	rapeutic games.			
	Therapist/Teache	r develops improm _l	otu games such as mak	ing a game out of wh	ich answer might be o	correct for a given
	question.					
	Therapist/Teacher	uses friendly comp	petition along with gan	nes.		
Particip	ant Evidence (Par	ticipants include:	students, parents, tea	chers, school person	nel, and community	members):
	Participants engag	ge in the games with	some enthusiasm.			
	When asked, parti	cipants can explain	how the games keep t	heir interest and help	them learn or remem	ber content.
Scale Lo	evels: (choose one)					
	Innovating	\square Applying	\square Developing	\square Beginning	\square Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Activities to	Adapts and creates	Uses activities to	Uses activities to	Uses strategy	Strategy was called for
Engage Students	new strategies for	maintain participant	maintain participant	incorrectly or with	but not exhibited.
	unique participant	engagement and	engagement, but the	parts missing.	
	needs and situations	monitors for	majority of		
	in order for the	evidence of the	participants are not		
	desired effect to be	extent to which the	monitored for the		
	evident in all	majority of	desired effect of the		
	participants.	participants focus on	strategy.		
		the content of the			
		activity.			

	Innovating	Applying	Developing	Beginning	Not Using
Using Activities to	What are you	How might you	In addition to using	How can you use	How can you begin to
Engage Students	learning about your	adapt and create new	activities to maintain	activities to maintain	incorporate some
	participants as you	strategies for using	participant	participant	aspects of this strategy
	adapt and create new	activities to maintain	engagement, how	engagement?	into your instruction?
	strategies?	participant	can you monitor the		
		engagement that	extent to which		
		address unique	participants focus on		
		participant needs and	the content of the		
		situations?	activity?		

26. M	lanaging Res	sponse Rates						
The The	The Therapist/Teacher uses response rate techniques to maintain student/recipient engagement.							
Therap	ist/Teacher Evide	ence (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	chool Based		
Team m	nembers):							
00	Therapist/Teache	r uses using wait tin	ne.					
00	Therapist/Teache	r uses response card	S.					
00	Therapist/Teache	r uses hand signals of	or other visual cues to	respond to questions.				
	Therapist/Teache	r collect data on stu	dents' responses.					
	Therapist/Teache	er uses response chair	ning.					
	During an evalua	ntion session uses co	rrect standardization for	or response rate when	appropriate.			
	During an evalua	ntion session uses ad	apted response time w	hen appropriate.				
Particip	oant Evidence (Pa	rticipants include:	students, parents, tea	chers, school person	nel, and community	members):		
	Multiple participa	ants or the entire cla	ss/audience responds t	o questions posed by	the Therapist/Teacher	and/or educator.		
			e their thinking about		_			
	educator.	-	-		•			
Scale L	evels: (choose one))						
	☐ Innovating	☐ Applying	\square Developing	□Beginning	□Not Using	□Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing	What are you	How might you	In addition to using	Uses strategy	Strategy was called for
Response Rates	learning about your	adapt and create new	response rate	incorrectly or with	but not exhibited.
	participants as you	response rate	techniques to	parts missing.	
	adapt and create new	techniques to	maintain participant		
	strategies?	maintain participant	engagement, how		
		engagement in	can you monitor the		
		questions that	extent to which the		
		address unique	techniques keep		
		participant needs and	participants		
		situations?	engaged?		

	Innovating	Applying	Developing	Beginning	Not Using
Managing	What are you	How might you	In addition to using	How can you use	How can you begin to
Response Rates	learning about your	adapt and create new	response rate	response rate	incorporate some
	participants as you	response rate	techniques to	techniques to	aspects of this strategy
	adapt and create new	techniques to	maintain participant	maintain participant	into your instruction?
	strategies?	maintain participant	engagement, how	engagement in	
		engagement in	can you monitor the	questions?	
		questions that	extent to which the		
		address unique	techniques keep		
		participant needs and	participants		
		situations?	engaged?		

27. Using Physical Movement
The Therapist/Teacher uses physical movement to maintain student/recipient engagement.
OR
The Therapist/Teacher during an evaluation session allows the movement in the testing room to continue to engage the student in
the evaluation.
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team members):
Therapist/Teacher uses stand up and stretch or related activities with students/recipients when their energy is low.
Therapist/Teacher uses activities that require students/recipients to physically move to respond to questions
 Vote with your feet
 Go to the part of the room that represents the answer you agree with
Therapist/Teacher uses acting/modeling content with student/recipients to increase energy and engagement.
Therapist/Teacher uses give-one-get-one activities that require students/recipients to move about the room.
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
Participants quickly adapt to transitions and re-engage when a new activity is begun.
When asked about the pace of the class, participants describe it as not too fast or not too slow.
Scale Levels: (choose one)
$\begin{tabular}{lll} \square Innovating & \square Applying & \square Developing & \square Beginning & \square Not Using & \square Not Applicable \\ \end{tabular}$

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Physical	Adapts and creates	Uses physical	Uses physical	Uses strategy	Strategy was called for
Movement	new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	movement to maintain participant engagement and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	movement to maintain participant engagement, but the majority of participants are not monitored for the desired effect of the strategy.	incorrectly or with parts missing.	but not exhibited.

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

28. M	laintaining a I	Lively Pace				
The The	rapist/Teacher uses u	ısing pacing techni	ques to maintain stude	nts'/recipients' engag	ement.	
Therap	ist/Teacher Evidend	ce (Recipients may	y include: teachers, p	arents, Child Study	Team members or S	chool Based
Team m	nembers):					
	Therapist/Teacher u	ises crisp transition	ns from one activity to	another		
	Therapist/Teacher u	uses altering pace a	appropriately (i.e. spee	ds up and slows dow	rn)	
Particip	oant Evidence (Parti	icipants include: s	tudents, parents, tea	chers, school person	nel, and community	members):
	Participants quickly	adapt to transition	ns and re-engage when	a new activity is beg	gun	
	When asked about	the pace of the clas	ss, participants describ	e it as not too fast or	not too slow	
Scale L	evels: (choose one)					
	Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a	Adapts and creates	Uses pacing	Uses pacing	Uses strategy	Strategy was called for
Lively Pace	new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	techniques to maintain participants' engagement and monitors for evidence of the extent to which these techniques keep the majority of participants engaged.	techniques to maintain participants' engagement, but the majority of participants are not monitored for the desired effect of the strategy.	incorrectly or with parts missing.	but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a	What are you	How might you	In addition to pacing	How can you use	How can you begin to
Lively Pace	learning about your	adapt and create new	techniques to	pacing techniques to	incorporate some
	participants as you	pacing techniques	maintain participant	maintain	aspects of this strategy
	adapt and create new	that address unique	engagement, how	participants'	into your instruction?
	strategies?	participant needs and	can you monitor the	engagement?	
		situations?	extent to which		
			participants keep		
			engaged?		

29. Demonstrating Intensity and Enthusiasm
The Therapist/Teacher demonstrates intensity and enthusiasm for the content in a variety of ways.
OR
During and evaluation session the Therapist/Teacher demonstrates intensity and enthusiasm for the activities presented.
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team members):
□ Therapist/Teacher describes personal experiences that relate to the content
Therapist/Teacher signals excitement for content by:
 Physical gestures
 Voice tone
 Dramatization of information
□□ Therapist/Teacher overtly adjusts energy level
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
When asked, participants say that the teacher "likes the content" and "likes teaching" or evaluating students.
Participants' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.
Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating	Adapts and creates	Demonstrates	Demonstrates	Uses strategy	Strategy was called for
Intensity and	new strategies for	intensity and	intensity and	incorrectly or with	but not exhibited.
Enthusiasm	unique participant needs and situations in order for the desired effect to be evident in all participants.	enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority of participants' engagement increases.	enthusiasm for the content in a variety of ways, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

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

31. Providing Opportunities for Students to Talk about Themselves	
The Therapist/Teacher provides recipients students with opportunities to relate what is being addressed in	
class/meetings/workshops to their personal interests.	
OR	
The Therapist/Teacher during evaluation sessions provides opportunities for the student/recipient to talk about themselves in order	ler
to establish rapport.	
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based	
Team members):	
Therapist/Teacher is aware of student/recipient interests and makes connections between these interests and content or	in :
developing rapport during an evaluation session	
Therapist/Teacher structures activities that ask students/recipients to make connections between the content and their	
personal interests	

Therapist/Teacher is aware of and or explains to students/recipients how content relates to their personal interests

<u> </u>		1	<u> </u>		1	
Participant Evidence	(Participants include: st	tudents, parei	nts, teachers,	school person	nel, and communi	ty members)

Participants engage in activities that require them to make connections between their personal interests and the content
Participants become actively engaged in the evaluation process
When asked, participants explain how making connections between content and their personal interests engages them and
helps them better understand the content

helps	them	better	unde	erstand	the	co

neips mem detter	understand the com	lent			
Scale Levels: (choose one))				
Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Opportunities for Students to Talk about Themselves	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provide participants with opportunities to relate what is being addressed in the session to their personal interests and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	Provide participants with opportunities to relate what is being addressed in the session to their personal interests, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

	Innovating	Applying	Developing	Beginning	Not Using
Providing	What are you	How might you	In addition to	How can you	How can you begin to
Opportunities for	learning about your	adapt and create new	providing	provide participants	incorporate some
Students to Talk	participants as you	techniques for	participants with	with opportunities to	aspects of this strategy
about Themselves	adapt and create new	providing	opportunities to	relate to what is	into your instruction?
	strategies?	participants with	relate what is being	being addressed in	
		opportunities to	addressed in the	the session to their	
		relate what is being	session to their	personal interests?	
		addressed in the	personal interests,		
		session to their	how can you monitor		
		personal interests	the extent to which		
		that address unique	these activities		
		participant needs and	enhance participant		
		situations?	engagement?		

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"
The Therapist/Teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team members):
☐ Therapist/Teacher physically occupies all quadrants of the room.
□□ Therapist/Teacher scans the entire room/setting making eye contact with all students/recipients.
Therapist/Teacher recognizes potential sources of disruption.
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
Participants recognize that the Therapist/Teacher is aware of their behavior.
When asked, participants describe the Therapist/Teacher as "aware of what is going on" or "has eyes on the back on the
back of his/her head".
Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicab

Scale

Demonstrating Adapts and creates Uses behaviors Uses behaviors Uses strategy Strategy was ca	-11 - 1 C
Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants. Demonstrating "Withitness" Uses behaviors associated with "withitness", but the majority of participants are not monitored for the desired effect of the participants. Duses behaviors associated with "withitness", but the majority of participants are not monitored for the desired effect of the strategy. Strategy was care associated with "withitness", but the majority of participants are not monitored for the desired effect of the strategy. Strategy but not exhibited but not exhibit	

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with "withitness" that address unique participant needs and situations?	In addition to using behaviors associated with "withitness", how can you monitor the effect on participants' behavior?	How can you use behaviors associated with "withitness"?	How can you begin to incorporate some aspects of this strategy into your instruction?

35. A	cknov	vledging	Adherence	to Rules and P	rocedures		
The The	erapist/Te	eacher ackno	wledges adherenc	e to rules and procedu	ires.		
Therap	ist/Teac	her Eviden	ce (Recipients ma	y include: teachers, j	parents, Child Study	Team members or S	chool Based
Team n	nembers):					
	Therap	ist/Teacher]	provides nonverbal	signals that a rule or	procedure has been for	ollowed:	
	0	Smile					
	0	Nod of he	ad				
	0	High Five					
	Therap	ist/Teacher	gives verbal cues t	hat a rule or procedur	e has been followed:		
	0	Thanks stu	idents/recipient fo	r following a rule or p	rocedure		
	0	Describes	student/recipient b	ehaviors that adhere t	to rule or procedure		
	Therap	ist/Teacher	notifies the home	when a rule or proced	ure has been followed		
	Therap	ist/Teacher	uses tangible recog	nition when a rule or	procedure has been for	ollowed:	
	0	Certificate	of merit				
	0	Tokeneco	nomies				
Particij	pant Evi	dence (Part	icipants include:	students, parents, tea	achers, school person	nel, and community	members):
	Particip	oants appear	appreciative of th	e teacher acknowledg	ing their positive beha	vior.	
	When	asked, partic	ipants describe tea	cher as appreciative of	of their good behavior.		
	The nu	mber of par	ticipants adhering	to rules and procedure	es increases.		
		•		*			
Scale L	evels: (cl	hoose one)					
	☐ Innov	ating	\square Applying	\square Developing	\square Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging	Adapts and creates	Acknowledges	Acknowledges	Uses strategy	Strategy was called for
Adherence to Rules	new strategies for	adherence to rules	adherence to rules	incorrectly or with	but not exhibited.
and Procedures	unique participant needs and situations in order for the desired effect to be evident in all participants.	and procedures consistently and fairly, and monitors for evidence of the extent to which new actions affect the majority of participants, behavior.	and procedures consistently and fairly, but the majority of participants are not monitored for the desired effect of the strategy.	parts missing.	

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

DQ8: Establishing and Maintaining Effective Relationships with Students

36. U	nderstanding	g Participants	' Interests and	Background			
The The	The Therapist/Teacher uses students'/recipients' interests and background to produce a climate of acceptance and community.						
Therap	ist/Teacher Evide	nce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	chool Based	
Team m	nembers):						
	Therapist/Teach	er uses discussions w	ith students/recipients	about events in their l	ives		
	Therapist/Teach	er uses discussions v	with students/recipients	about topics in which	they are interested		
	Therapist/Teacher	r builds student/reci	pient interests into less	sons			
	Therapist/Teacher	r creates an environ	ments that recognizes	and supports diversity	7		
Particip	oant Evidence (Pa	rticipants include:	students, parents, tea	chers, school person	nel, and community	members):	
	When asked, part	ticipants describe the	e Therapist/Teacher an	d/or educator as some	one who knows them	and/or is	
	interested in them	l					
	Participants respo	ond when Therapist/	Teacher and/or educate	or demonstrates under	standing of their inte	rests and	
	background	•			-		
	When asked participants say they feel accepted						
Scale Lo	evels: (choose one))					
	☐ Innovating	☐ Applying	☐ Developing	□Beginning	□Not Using	□Not Applicable	

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding	Adapts and creates	Uses participants'	Uses participants'	Uses strategy	Strategy was called for
Participants'	new strategies for	interests and	interests and	incorrectly or with	but not exhibited.
Interests and	unique participant	background during	background during	parts missing.	
Background	needs and situations	interactions with	interactions with		
	in order for the	participants and	participants, but the		
	desired effect to be	monitors for	majority of		
	evident in all	evidence of the sense	participants are not		
	participants.	of community in the	monitored for the		
		session room among	desired effect of the		
		the majority of	strategy		
		participants.			

	Innovating	Applying	Developing	Beginning	Not Using
Understanding	What are you	How might you	In addition to using	How can you use	How can you begin to
Participants'	learning about your	adapt and create new	participants' interests	participants'	incorporate some
Interests and	participants as you	strategies and	and	interests and	aspects of this strategy
Background	adapt and create new strategies?	techniques for using participants' interests and backgrounds during interactions with participants that address unique participant needs and	background during interactions with participants, how can you monitor the extent to which a sense of community is formed in the session room?	background during interactions with participants?	into your instruction?
		situations?	Section 100m.		

37. U	sing Verbal a	nd Nonverba	l Behaviors tha	at Indicate Aff	ection for Part	ticipants
When a	ppropriate, the Ther	apist/Teacher uses	verbal and nonverbal b	ehavior that indicates	caring for students/re	ecipients.
Therap	ist/Teacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	chool Based
Team n	nembers):					
	Therapist/Teacher	compliments stude	nts/recipients regardin	g academic and perso	onal accomplishments	
	Therapist/Teacher	engages informal c	onversations with stud	lents/recipients that ar	re not related to acade	emic
	Therapist/Teacher	uses smiles, nods,	(etc.) at students/recip	ients when appropria	te	
Partici	oant Evidence (Par	ticipants include: s	students, parents, tea	chers, school person	nel, and community	members):
	When asked, parti	cipants describe Th	erapist/Teacher or edu	cator as someone wh	o cares for them	
	Participants respon	nd to Therapist/Tea	cher or educators verb	al interactions		
	Participants respon	nd to Therapist/Tea	cher or educators non	verbal interactions		
Scale L	evels: (choose one)					
	Innovating	\square Applying	\square Developing	\square Beginning	\square Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and	Adapts and creates	Uses verbal and	Uses verbal and	Uses strategy	Strategy was called for
Nonverbal	new strategies for	nonverbal behaviors	nonverbal behaviors	incorrectly or with	but not exhibited.
Behaviors that	unique participant	that indicate caring	that indicate caring	parts missing.	
Indicate Affection	needs and situations	for participants and	for participants, but		
for Participants	in order for the	monitors for	the majority of		
	desired effect to be	evidence of the	participants are not		
	evident in all	quality of	monitored for the		
	participants.	relationships among	desired effect of the		
		the majority of	strategy.		
		participants.			

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and	What are you	How might you	In addition to using	How can you use	How can you begin to
Nonverbal	learning about your	adapt and create new	verbal and nonverbal	verbal and nonverbal	incorporate some
Behaviors that	participants as you	strategies and	behaviors that	behaviors that	aspects of this strategy
Indicate Affection	adapt and create new	techniques for using	indicate caring for	indicate caring for	into your instruction?
for Participants	strategies?	verbal and nonverbal behaviors that indicate caring for participants that address unique participant needs and situations?	participants, how can you monitor the quality of relationships with participants?	participants?	

38. D	isplaying Ob	jectivity and	Control			
The Th	erapist/Teacher der	monstrates profession	nal demeanor when de	aling with students/re	cipients.	
Therap	oist/Teacher Evide	ence (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	School Based
Team r	nembers):					
	Therapist/Teach	er does not exhibit ex	xtremes in positive or r	negative emotions.		
	Therapist/Teache	r addresses inflamm	atory issues and event	s in a calm and contr	olled manner.	
	Therapist/Teache	r interacts with all s	tudents/recipients in th	e same calm and cor	ntrolled fashion.	
Partici	pant Evidence (Pa	rticipants include:	students, parents, tea	chers, school person	nel, and community	members):
	Participants are	settled by the Therap	oist/Teacher's calm der	neanor.		
	When asked, the	participants describe	e the Therapist/Teacher	r's as in control of his	mself/herself and in c	ontrol of the
	class/setting.					
	When asked, par	ticipants say that the	Therapist/Teacher do	es not hold grudges o	or take things personal	lly.
Scale I	evels: (choose one)				
	Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying	Adapts and creates	Behaves in an	Behaves in an	Uses strategy	Strategy was called for
Objectivity and	new strategies for	objective and	objective and	incorrectly or with	but not exhibited.
Control	unique participant	controlled manner	controlled manner,	parts missing.	
	needs and situations	and monitors for	but the majority of		
	in order for the	evidence of the	participants are not		
	desired effect to be	effect on the session	monitored for the		
	evident in all	room climate the	desired effect of the		
	participants.	majority of	strategy.		
		participants.			

	Innovating	Applying	Developing	Beginning	Not Using
Displaying	What are you	How might you	In addition to	How can you behave	How can you begin to
Objectivity and	learning about your	adapt and create new	behaving in an	in an objective and	incorporate this
Control	participants as you	strategies and	objective and	controlled manner?	strategy into your
	adapt and create new	techniques for	controlled manner,		instruction?
	strategies?	behaving in an	how can you monitor		
		objective and	the effect on the		
		controlled manner	session room		
		that address unique	climate?		
		participant needs and			
		situations?			

DQ9: Communicating High Expectations for All Students

39. Co	mmunicat	ing Value and I	Respect for Lo	w Expectancy	Participants	
The Thera	pist/Teacher ex	chibits behaviors that of	lemonstrate value and	respect for all student	ts and families.	
Therapist	t/Teacher Evid	lence (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	School Based
Team me	mbers):					
	The Therapist/T	Ceacher provides stude	nts /recipients with no	onverbal indications th	at they are valued ar	nd respected:
	 Makes 	eye contact				
	 Smiles 					
	 Makes 	appropriate physical of	ontact			
00 7	The Therapist/T	Ceacher proves student	s /recipients with verb	oal indications that the	y are valued and resp	pected:
	o Playfu	l dialogue				
	 Address 	ssing students/recipier	ts in a manner they vi	ew as respectful		
	The Teacher/T	herapist does not allow	negative comments a	bout students/recipien	ts.	
Participa	ant Evidence (Participants include:	students, parents, te	achers, school persor	nnel, and communit	y members):
· 00	When asked, pa	articipants can articula	te instances when the	non-classroom teache	r has communicated	with them.
· 00	When asked, pa	articipants can describe	e how the non-classro	om teacher has facilita	ated educational plan	ning.
Scale Lev	els: (choose on	e)				
	Innovating	☐ Applying	\square Developing	□Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating	Adapts and creates	Exhibits behaviors	Exhibits behaviors	Uses strategy	Strategy was called for
Value and Respect	new strategies for	that demonstrate	that demonstrate	incorrectly or with	but not exhibited.
for Low	unique participant	value and respect for	value and respect for	parts missing.	
Expectancy	needs and situations	low expectancy	low expectancy		
Participants	in order for the	participants and	participants, but the		
	desired effect to be	monitors for	majority of		
	evident in all	evidence of the	participants are not		
	participants.	impact on the	monitored for the		
		majority of	desired effect of the		
		participants.	strategy.		

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

ADDITIONAL ELEMENTS

J. Co	J. Contacting and Communicating with Parents, Teachers and Students to Facilitate							
Educ	Educational Planning							
Collabo	rates with parents	, teachers and student	s in facilitating and pl	anning in a timely ma	nner.			
Therap	ist/Teacher Evid	ence (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	School Based		
Team m	nembers):							
00	Contact is estab	lished based on profe	ssional standards and	Code of Ethics of res	pective professional g	group.		
	Documents con	nmunication made, ei	ther in a written forma	it or through electroni	ic sources (examples i	may include but not		
	limited to: BASI	S, Virtual Counselor,	TERMS, etc.).					
00	Communicates 1	findings with other re	levant involved partie	s to promote comprel	hensive planning.			
	Uses multiple m	neans and modalities	to communicate with j	parents, teachers, and	students.			
Partici	ipant Evidence (I	Participants include:	students, parents, te	achers, school perso	nnel, and communit	y members):		
	When asked, pa	rticipants can articula	te instances when the	non-classroom teache	er has communicated	with them.		
00	When asked, participants can describe how the non-classroom teacher has facilitated educational planning.							
Scale L	evels: (choose one	e)			_			
	Innovating	\square Applying	☐ Developing	\square Beginning	\square Not Using	□Not Applicable		

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Contacting and	Adapts and creates	Communicates with	Communicates with	Uses strategy	Strategy was called for
Communicating	new strategies and	parents, teachers,	parents, teachers,	incorrectly or with	but not exhibited.
with Parents,	situations in order to	and students in a	and students when	parts missing.	
Teachers and	create systems-level	timely manner for	planning and		
Students to	strategies (e.g.	the majority of cases	designing instruction		
Facilitate	validate	when planning and	and interventions for		
Educational	participation,	designing instruction	some of the cases.		
Planning	decision making,	and interventions.			
	two-way				
	communication) so				
	that parents,				
	teachers, and				
	students can be				
	actively engaged				
	when planning and				
	designing instruction				
	and interventions.				

	Innovating	Applying	Developing	Beginning	Not Using
Contacting and	N/A	N/A	N/A	N/A	N/A
Communicating with					
Parents, Teachers					
and Students to					
Facilitate					
Educational Planning					

K. Ac	ccessing, Eval	uating and U	tilizing Techno	ology to Safegu	ıard and Enha	nce the
Qual	ity of Services	}				
Uses m	ultiple platforms of t	echnology to gathe	r relevant data to ensu	re a comprehensive a	pproach in formulatin	g services
provide	d to students.					
Therap	ist/Teacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	chool Based
Team n	nembers):					
	Maintains the conf	fidentiality of stude	ent records.			
	l Accesses the appr	opriate technology,	based on student need.			
	When asked, the n	on-classroom teacl	ner can describe the dif	fferent uses of techno	logy as it relates to re-	cordkeeping,
	student services, ar	nd student assessme	ent and evaluation.			
Particij	pant Evidence (Part	ticipants include:	students, parents, tea	chers, school person	nel, and community	members):
	When asked, the s	tudent is able to de	scribe how the non-cla	assroom teacher utiliz	ed technology to mee	t their needs.
	When asked, the s	tudent can describe	the technological reso	ources used to enhance	e their understanding	of the services
	provided.		-			
	•					
Scale L	evels: (choose one)					
	Innovating	\square Applying	\square Developing	\square Beginning	\square Not Using	□Not Applicable
•						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Accessing,	Adapts and creates	Accesses, evaluates	Accesses, evaluates	Uses strategy	Strategy was called for
Evaluating and	new strategies for	and utilizes available	and utilizes available	incorrectly or with	but not exhibited.
Utilizing	unique student needs	technologies that can	technologies that can	parts missing.	
Technology to	and situations in	enhance the quality	enhance the quality		
Safeguard and	order to access,	of services and	of services for some		
Enhance the	evaluate, and utilize	identifies the manner	of the cases.		
Quality of Services	technology to	in which they will be			
	safeguard and	used for a majority			
	enhance the quality	of the cases.			
	of services.				

	Innovating	Applying	Developing	Beginning	Not Using
Accessing,	N/A	N/A	N/A	N/A	N/A
Evaluating and					
Utilizing					
Technology to					
Safeguard and					
Enhance the					
Quality of Services					

L. Ap	plying and In	nplementing	Evidence-Base	d Strategies a	nd Best Praction	ces to
Impr	ove Participa	nt Performa	nce			
Utilizes	effective strategies a	and best practices v	vithin the school environ	onment to enhance pa	articipant understandi	ng of the perceived
barriers	to achievement (aca	demic, behavioral,	social).			
Therapi	ist/Teacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	chool Based
Team m	embers):					
	Articulates sources	of information to	retrieve strategies and	best practices for spe	ecific student need.	
	Consults with know	wledgeable colleag	ues and/or supervisor t	o learn about differen	nt strategies and best	practices.
	Performs research	related to a specif	ied problem using trad	itional resources and/	or Internet-based rese	arch.
Particip	ant Evidence (Part	ticipants include:	students, parents, tea	chers, school person	nel, and community	members):
	When asked, stude	ent is able to discus	s the strategy designed	to remove the perce	ived barrier.	
	When asked, the s	tudent can articulat	e how the strategy wil	I remove the perceive	ed barrier.	
Scale Le	evels: (choose one)					
	Innovating	\square Applying	\square Developing	\square Beginning	\square Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying and	Adapts and creates	Applies evidence-	Applies evidence-	Uses strategy	Strategy was called for
Implementing	new strategies for	based strategies and	based strategies and	incorrectly or with	but not exhibited.
Evidence-Based	unique student needs	best practices for the	best practices in	parts missing.	
Strategies and Best	and situations in	majority of cases	some of the cases		
Practices to	order to develop and	when implementing	when implementing		
Improve	apply evidence-	interventions to	interventions to		
Participant	based strategies and	improve student	improve student		
Performance	best practices to	performance.	performance.		
	improve student				
	performance.				

	Innovating	Applying	Developing	Beginning	Not Using
Applying and Implementing	N/A	N/A	N/A	N/A	N/A
Evidence-Based Strategies and Best					
Practices to Improve					
Participant Performance					

M. Facilitating Design and Delivery of Interventions to Help Participant Develop
Effective Behaviors
Plans and designs interventions using information from multiple sources including parents, teachers, participants and
classroom/school/state assessments to aid students in developing effective behaviors.
Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based
Team members):
Intervention(s) have been articulated to participants.
□□ Makes reference to the intervention(s) throughout the lesson /workshop/ meeting/conference/psychological report or
psychosocial report.
Shares/develops interventions with students(s)/recipients.
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):
When asked, participants can explain the intervention(s).
When asked, participants can explain how the current levels of performance relate to the intervention(s).
Scale Levels: (choose one)
$\begin{tabular}{lll} \square Innovating & \square Applying & \square Developing & \square Beginning & \square Not Using & \square Not Applicable \\ \end{tabular}$

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Facilitating Design	Utilizes multiple	Uses multiple	Uses multiple	Uses strategy	Strategy was called for
and Delivery of	sources to adapt and	sources of data,	sources of data,	incorrectly or with	but not exhibited.
Interventions to	create new	including classroom,	including classroom,	parts missing.	
Help Participant	interventions based	school, and state	school, and state		
Develop Effective	on unique student	assessments to	assessments to		
Behaviors	needs and situations	design and	design and		
	that aid students in	implement	implement		
	developing effective	interventions for the	interventions for		
	behaviors.	majority of cases to	some of the cases to		
		aid students in	aid students in		
		developing effective	developing effective		
		behaviors.	behaviors.		

	Innovating	Applying	Developing	Beginning	Not Using
Facilitating Design	N/A	N/A	N/A	N/A	N/A
and Delivery of					
Interventions to					
Help Participant					
Develop Effective					
Behaviors					

N. Re	ecognizing and	d Addressing	g Systemic Prob	lems that Imp	oact Student Pr	ogress and
Succe	ess.					
Cogniza	ant of the barriers of	their student popul	ation and provides serv	vices to enhance stude	ent achievement.	
Therap	ist/Teacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	School Based
Team n	nembers):					
	Articulates the sys	temic problems of	their student population	on.		
	Identifies relevant	available resources	s to address systemic p	oroblem.		
	Serves as a liaison	between student a	nd available services to	o create a working rel	lationship positively in	mpacting student
	progress and succe	ss.		· ·	•	
Partic	ipant Evidence (Pa	rticipants include	: students, parents, te	achers, school perso	nnel, and communit	y members):
	When asked, partic	cipant can articulat	e the systemic problem	and how it applies t	to their progress and s	uccess.
	Student seeks out	the non-classroom	teacher for assistance	regarding barriers to	student success.	
Scale L	evels: (choose one)					
	Innovating	\square Applying	\square Developing	\square Beginning	□Not Using	□Not Applicable
·						

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recognizing and	Adapts and creates	Identifies barriers to	Identifies barriers to	Uses strategy	Strategy was called for
Addressing	new strategies for	student progress and	student progress and	incorrectly or with	but not exhibited.
Systemic Problems	unique student needs	success and connects	success and connects	parts missing.	
that Impact	and situations in	the majority of	some students with		
Student Progress	order to facilitate the	students with	resources that		
and Success.	development of	resources that	support positive		
	broader support	support positive	student		
	systems for students	student	outcomes/goals.		
	and families.	outcomes/goals.			

	Innovating	Applying	Developing	Beginning	Not Using
Recognizing and	N/A	N/A	N/A	N/A	N/A
Addressing					
Systemic Problems					
that Impact					
Student Progress					
and Success.					

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Coordinate	Adapts and creates	Collaborates with	Collaborates with	Uses strategy	Strategy was called for
Services Between	new strategies for	schools, families,	schools, families,	incorrectly or with	but not exhibited.
Schools, Families,	unique student needs	and community for a	and community for	parts missing.	
and Community	and situations where	majority of the cases	some of the cases to		
Providers.	a support plan	to develop a support	develop a support		
	reflective of	plan that reflects	plan that reflects		
	student/client	goals of	goals of		
	systems is	student/client	student/client		
	developed.	systems	systems		

	Innovating	Applying	Developing	Beginning	Not Using
Coordinate Services Between Schools, Families, and Community Providers.	N/A	N/A	N/A	N/A	N/A

P. Preparing Written Reports in Clear Understandable Terms that Incorporate All Relevant School and Background Information Generates reports in clear understandable terms that utilize relevant school information to inform stakeholders of student performance for the purpose of educational planning. Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members): The report meets established professional standards. The report utilizes professional terminology understandable to the reader. The report is grammatically correct. The report is personalized and reflects the individual student. Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members): When asked, the parent can articulate the findings of the report When asked, the parent can articulate the process of evaluation that resulted in the written report. Scale Levels: (choose one)

□Beginning

□Not Using

□Not Applicable

☐ Developing

Scale

☐ Innovating

 \square Applying

	Innovating	Applying	Developing	Beginning	Not Using
Preparing Written	Adapts and creates	Provides feedback	Provides feedback	Uses strategy	Strategy was called
Reports in Clear	new strategies for	on student	on student	incorrectly or with	for but not exhibited.
Understandable	unique student	performance and	performance and	parts missing.	
Terms that	needs and situations	other assessment	other assessment		
Incorporate All	in order to provide	data in a majority of	data for some of the		
Relevant School	feedback on student	the cases to	cases to		
and Background	performance and	stakeholders	stakeholders		
Information	generates reports in	(parents, students,	(parents, students,		
	clear understandable	teachers,	teachers,		
	terms.	administrators,	administrators,		
		school teams) and	school teams) and		
		generates reports in	generates reports in		
		clear	clear understandable		
		understandable	terms that are		
		terms that are	relevant to		
		relevant to	stakeholder		
		stakeholder	interests/needs.		
		interests/needs.			

	Innovating	Applying	Developing	Beginning	Not Using
Preparing Written	N/A	N/A	N/A	N/A	N/A
Reports in Clear					
Understandable					
Terms that					
Incorporate All					
Relevant School					
and Background					
Information					

Q. Providing Counseling, Behavioral Coaching, and or Interventions through Direct, **Indirect or Consultation Services**

Assists students/recipients by coordinating services between schools, families, and community and provides relevant information

regarding child and adolescent development, barriers to learning and student risk factors.									
Therap	Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based								
Team m	embers):								
	☐ Available to participants who need services or resources								
	Has established pr	rocedures for studer	nts to access non-class	room teacher					
	Provides participa	ant with information	and research, such as:						
	o Ir	nformational hando	uts						
	 Commun 	nity resources							
	□ Websites (e.g. FAFSA, FLVC.net, 211.org)								
Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):									
00	Participant seeks out the non-classroom teacher for assistance for academic or personal-social counseling, behavioral								
	coaching and interventions								
	Participants can articulate the service being provided.								
Scale Levels: (choose one)									
	Innovating	☐ Applying	☐ Developing	\square Beginning	□Not Using	☐Not Applicable			

Scale

~					
	Innovating	Applying	Developing	Beginning	Not Using
Providing	Adapts and creates new	Plans and provides	Plans and provides	Uses strategy	Strategy was
Counseling,	strategies for unique	academic, behavioral, or	academic, behavioral, or	incorrectly or with	called for but not
Behavioral	student needs and	health	health	parts missing.	exhibited.
Coaching, and or	situations in order to	counseling/interventions	counseling/interventions		
Interventions	plan and provide	for a majority of the	for some of the cases		
through Direct,	academic, behavioral, or	cases			
Indirect or	health				
Consultation	counseling/interventions				
Services					

	Innovating	Applying	Developing	Beginning	Not Using
Providing	N/A	N/A	N/A	N/A	N/A
Counseling,					
Behavioral					
Coaching, and or					
Interventions					
through Direct,					
Indirect or					
Consultation					
Services					

R. Co	ollec	cting and A	Analyzing Da	ita to Develop a	and Implemen	t Interventions	s Within a
Prob	lem	-Solving F	'ramework				
Gathers	and e	examines data 1	for the purpose of de	eveloping and implem	enting interventions		
Therap	ist/T	eacher Eviden	ce (Recipients ma	y include: teachers, p	arents, Child Study	Team members or S	School Based
Team r	nemb	ers):					
		Gathers releva	ant data				
		Guides the co	ollection of pertinen	t information			
		Viable inform	nation is provided in	n the analysis of data of	luring the problem-so	olving meeting	
				ed for the purpose of d	0 1	0	
			J	1 1	1 0	1	
Partici	pant l	Evidence (Par	ticipants include:	students, parents, tea	chers, school person	nel, and community	members):
	-	•	-	tify their contribution t	, <u>-</u>	,	,
				the specific interventi			
				ulate how the selected	•	ned are designed to le	ad to a positive
		come.	F			F	P
Scale L	evels	: (choose one)					
	🛭 In	novating	\square Applying	☐ Developing	\square Beginning	□Not Using	□Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Collecting and	Adapts and creates	Collects and	Collects and	Uses strategy	Strategy was called for
Analyzing Data to	new strategies for	analyzes school and	analyzes school and	incorrectly or with	but not exhibited.
Develop and	unique student needs	student data (i.e.	student data (i.e.	parts missing.	
Implement	and situations to	screening, progress	screening, progress		
Interventions	assist in the	monitoring, and	monitoring, and		
Within a Problem-	collection and	diagnostic	diagnostic		
Solving Framework	analysis of data, in	assessment) to	assessment) to		
	order to develop and	develop and	develop and		
	implement	implement	implement		
	interventions	interventions	interventions		
	relevant to informing	relevant to informing	relevant to informing		
	problem	problem	problem		
	identification,	identification,	identification,		
	problem analysis,	problem analysis,	problem analysis,		
	and intervention	and intervention	and intervention		
	design.	design for the	design for the some		
		majority of cases.	of the cases.		

	Innovating	Applying	Developing	Beginning	Not Using
Collecting and	N/A	N/A	N/A	N/A	N/A
Analyzing Data to					
Develop and					
Implement					
Interventions					
Within a Problem-					
Solving Framework					

3. Other Indicators of Performance

ADDITIONAL METRIC

In addition to administrative observations and student performance data, the Deliberate Practice Score will be used as an additional metric. Deliberate Practice will be used for all instructional personnel; Classroom Teachers and Non-Classroom Teachers/Instructional Support Personnel. The additional metric was implemented in 2013-14 school year. Deliberate Practice will be rated as 1% within the 50% Instructional Practice Score for the 2016-2017 school year. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Educators will select two elements, from Domain 1, as the focus for the Deliberate Practice. A minimum of one element selected will be from identified "High Probability Elements". Using data to determine areas for growth, educators will complete a self-assessment and commit to improving throughout the year in the two elements selected. The educator's self-assessment rating will not count toward their evaluation. The Deliberate Practice score will be Effective (3.0) for every educator that completes the Deliberate Practice self-assessment and an Unsatisfactory (1.0) for those that do not to allow time to pilot the new process. Teachers determine their starting rating on each of the two elements and they must rate themselves as Not Using, Beginning, Developing, or Applying so that growth can be measured. It is recommended that educators receive a minimum of three datamarks from administration on each deliberate practice element.

The overall Deliberate Practice rating of 3.0 or 1.0 will be calculated at 1% of the total evaluation

4. Summative Evaluation Score

Determining Instructional Practice Score, Deliberate Practice Score, Student Performance Score and Final SADES Rating for Classroom and Non-Classroom Teachers:

The following six-step process is used to determine an employee rating for the summative evaluation process.

Step 1: The evaluator rates each of the observed Elements within SADES. There are four domains and a total of sixty elements. In year one, Domain 1: Classroom Strategies and Behaviors will be implemented. Domains 2, 3, and 4 will be implemented in the second year of SADES. The ratings for each element are valued as follows: Innovating -4, Applying -3, Developing 2.5, Beginning -2, and Not Using -1.

Step 2: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four domains.

Step 3: For each domain, the percentage of the total amount of datamarks is determined. In 2016-17, the Domains will be weighted as follows:

Domain 1: 68 percent Domains 2-4: 32 percent

The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Step 4: Domain 1 will be observed and will receive one rating and Domains 2-4 together will be scored and receive one rating. After weights from Step 3 are applied, the Instructional Practice is scored per the scale below.

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

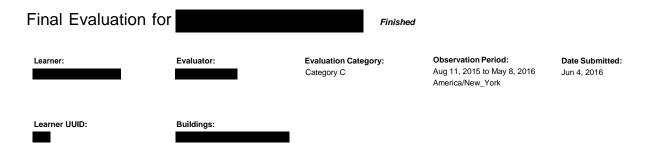
- **Step 5**: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating of Effective (3.0) or Unsatisfactory (1.0) will be calculated at 1% of the total evaluation. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.
- **Step 6**: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in Section 1 Performance of Students (State VAM Rule 6A-5.0411 for the appropriate VAM teachers, Local Growth Models for the appropriate teachers and Proficiency Models for appropriate teachers). Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective - 4 points
Effective - 3 points
Needs Improvement - 2 points
Unsatisfactory - 1 point

Step 7: The Instructional Practice (49%), Deliberate Practice (1%), and Student Performance (50%) scores will be combined based on the appropriate weights. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action. The final evaluation rating will be determined by this scale:

Overall Score	Rating Scale
Highly Effective	3.450 - 4.000
Effective	2.500 - 3.449
Needs Improvement	2.000 - 2.499
Unsatisfactory	1.000 - 1.999

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



Final Score: 3.077 - Effective

Instructional Practice49.0%

Deliberate Practice/Growth Plans Student Data

50.0%

3.157

1

3.0

Effective

3.0

Effective

Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Туре	Finished	Form	Observer
No	Standard	Meeting	Nov 17, 2015 4:33:29 PM	Broward - Domains 2-4	
No	Standard	Informal	Dec 8, 2015 3:50:13 PM	Domain 1: Classroom Strategies and Behaviors (v3)	
No	Standard	Informal	Jan 21, 2016 4:15:50 PM	Domain 1: Classroom Strategies and Behaviors (v3)	
No	Standard	Formal	Mar 5, 2016 11:20:18 AM	Domain 1: Classroom Strategies and Behaviors (v3)	
No	Standard	Walkthrough	Apr 17, 2016 7:55:00 AM	Domain 1: Classroom Strategies and Behaviors (v3)	
No	Standard	Unknown	Apr 23, 2016 2:19:26 PM	Broward - Domains 2-4	
No	Standard	Walkthrough	Apr 27, 2016 1:29:53 PM	Broward - Domains 2-4	

Final Score Scale Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.3 - 4.0	2.5 - 3.299	2.0 - 2.499	1.0 - 1.999

Instructional Practice: 3.157 - Effective

Instructional Practice Scale

Weight: 49.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Not Using
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Domain 1: Classroom Strategies and Behaviors (v3)

Score: 3.125 - Effective

Domains 2, 3, and 4

Score: 3.172 - Effective

Weight: 68.0%

Scale	Count
Level 4.0 (Innovating)	5 (17.24%)
Level 3.0 (Applying)	24 (82.76%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
Total Count:	29

Scale	Count
Level 4.0 (Innovating)	2 (12.5%)
Level 3.0 (Applying)	14 (87.5%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
Total Count:	16

Deliberate Practice/Growth Plans: 3.0 - Effective

Deliberate Practice/Growth Plans Scale

Weight: 1.0% | Range: 1.0 - 4.0

Weight: 32.0%

Label	Effective	Unsatisfactory
Details	3.0 - 4.0	1.0 - 2.0
Value	3.0	1.0

Deliberate Practice/Growth Plans

Weight: 1.0%

3.0

Effective

Student Data: 3.0 - Effective

Student Data Scale

Weight: 50.0% | Range: 1.0 - 4.0

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

Student Data Weight: 50.0%

3.0

Effective

Overall Evaluation Comments

Comments		
proval and Notifications		
Signatures		
This evaluation was finished by on Jun 4, 2016 10:38:21 AM .		
acknowledged this evaluation on Jan 11, 2016 12:52:54 PM.		
Additional Acknowledgment		
acknowledged the Final Score rating on Jan 11, 2016 11:44:30	AM.	
	Effective on Jon 11, 2016 12:52:45 DM	
acknowledged receiving the Final Score rating 3.077	- Enecuve (III Jail 11, 2016 12.32.43 FW.	
	e acceptance of the evaluation results. A copy of the evaluation has been provided to the employ	/ee.
The final evaluation was reviewed and the employee has elected not to acknowledge		/ee.
The final evaluation was reviewed and the employee has elected not to acknowledge Administrator		/ee.
The final evaluation was reviewed and the employee has elected not to acknowledge Administrator Date		ree.
The final evaluation was reviewed and the employee has elected not to acknowledge Administrator Date Witness		//ee.
The final evaluation was reviewed and the employee has elected not to acknowledge Administrator Date Witness Date	acceptance of the evaluation results. A copy of the evaluation has been provided to the employ	/ee.

5. Additional Requirements

Roster Verification Process

Florida Statute 1012.34(8) requires the State Board of Education to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relative to the identity of students for which the individual is responsible for. Teachers will use the FLDOE's online Roster Verification Tool (RVT) to verify their rosters specifically for Survey 2 (October annually) and Survey 3 (February annually). This roster verification process reflects how personnel are going to be aligned to students for Student Growth purposes.

1. For each roster verification period, the local school district issues a memorandum to schools notifying them that school coordinator and teacher access has been opened for logging into the RVT.



- 2. The memorandum includes, as attachments, the state-provided "School Coordinator Guide to the 2016-17 Florida Department of Education Roster Verification Tool" and the "Teacher Guide to the 2016-17 Florida Department of Education Roster Verification Tool".
- 3. These instructions highlight how teachers can add/remove students from their roster(s) and how they submit their verified rosters.
- 4. These instructions highlight how school coordinators can approve/deny roster changes made by teachers and how they submit their school's verified rosters.
- 5. The local school district then examines approvals and denials made by school coordinators and submits roster changes to FLDOE by deadline.

EVALUATORS

Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed school staff. All employees must be oriented to the SADES System by mid-September each year. Newly hired personnel must be oriented upon employment.

TRAINING

Training is required for school site administrators and teachers to ensure SADES is implemented on a uniform basis across Somerset Broward. All administrators must be credentialed in order to utilize the tool to observe and evaluate teachers. This credentialing process includes training on the Marzano Framework, evaluation criteria, and written/content and video scoring assessments. Once credentialed, there is ongoing training for administrators to include Instructional Rounds for the purpose of strengthening evaluator accuracy and inter-rater reliability. Updates and remediation will be provided to administrators based on needs.

The evaluation of instructional personnel will be part of the school site administrator's evaluation. It will be the responsibility of the school site principal to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system.

Observer Development

Principals, Assistant Principals, and Somerset Broward Administrators are provided with annual updates for the SADES Instruments in order for the supervisors to orient their instructional staff. Somerset Broward agrees to ensure successful completion of the credentialing program for all observers. Somerset Broward will maintain a credentialing process for all observers for the duration of the SADES evaluation system.

Educator Development

Professional learning will be available on an on-going basis for deepening the knowledge and skill at all employee levels. Various courses and delivery methods are offered to all educators who wish to increase their awareness and performance in the SADES. A process has been developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed. As Somerset Broward continues to develop support structures such as mentors, coaches, and peer reviewers, Somerset Broward will determine and provide the appropriate training and development.

Timely Feedback

Feedback, either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Observations of Probationary Teachers

Probationary teachers will receive a minimum of two formal observations, within the first year of teaching. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment Tests (BSA), mini-BSA's, DAR, STAR, Accelerated Reader, previous FSA data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Data chats will be conducted by either a site-based administrator or designee. Probationary teachers will receive feedback on their performance after each formal observation.

Observations of Non-probationary Teachers

Non-probationary teachers will receive a minimum of one formal, one informal, and one snap shot observation. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment Tests (BSA), mini-BSA's, DAR, STAR, Accelerated Reader, previous FSA data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback after each formal observation and may receive feedback after all other observations.

Evaluation of Annual Contract Teachers

Employees on an Annual Contract will be evaluated once annually. The evaluation conference will be conducted by the principal and/or his/her designee. The conference may include a discussion of all ratings on the evaluation form, observations, a review of student data, and any other evidence included in the process.

Evaluation of Classroom Teachers

All classroom teachers will be evaluated using the SADES for classroom teachers. This instrument contains 41 elements within Domain 1 and 19 elements within Domains 2, 3, and 4.

Evaluation of Non-classroom Teachers

All teachers who have a job classification coded as non-classroom teacher will be evaluated using the SADES for non-classroom teachers. This will include three groups of non-classroom teachers; Specialized Teachers/Support, Counselors and Media Specialist. These instruments contain 41 elements within Domain 1 and 19 elements within Domains 2, 3, and 4.

Evaluation of Probationary (First Year) Teachers

Observation and evaluation of a probationary employee will be conducted twice in his/her first year of employment in Somerset Broward. An employee hired on or before November 15th will receive the first evaluation before the end of the first semester. The second evaluation will be completed at the end of the school year. Any employee who is hired after November 15th will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year. If a probationary employee is hired after November 15th and does not work at least 99 days, he/she will receive an initial evaluation the following school year, provided the employee receives an annual contract. Observations, documentation, and conferences completed for these employees' supports the completion of the evaluation form required or the SADES.

Peer Assistance

A Peer Reviewer will be deployed by Somerset Broward based on the number of Beginning and/or Not Using datamarks, current Instructional Practice Score, and status of teacher (on a Cycle of Assistance or a Performance Development Plan). Peer Reviewer assistance is in addition to, and not to replace the support already established at the work location.

6. Evaluation Procedures

USE OF EVALUATION RATINGS TO INFORM HUMAN CAPITAL DECISIONS

Teacher and school administrator evaluation results are a component used to inform Somerset Broward's human capital decisions. Human capital decisions include, but are not limited to, the determination of professional development, assignment of support structures, renewal of contract or reappointment, transfers, promotions or additional responsibilities, non-renewal of contracts or termination of employment, and compensation.

Notification of Unsatisfactory Performance and Intervention

Pursuant to F.S. 1012.34(4), if an employee who holds a contract is not performing his or her duties in a satisfactory manner, the evaluator will notify the employee in writing of such determination.

- Once an educator receives 5-7 Beginning and/or Not Using datamarks, administration is encouraged to have an informal discussion with the educator to share recommended strategies for improvement.
- Once an educator receives 8 or more Beginning and/or Not Using datamarks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain

- possible consequences if the employee fails to improve. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.
- Once the educator receives 10 or more Beginning and/or Not Using datamarks, an average IP Score of Needs Improvement or Unsatisfactory, and at least two formals and one additional observation, a professional growth plan/goal(s) may be written. If a plan is developed it shall be done so by a credentialed administrator in collaboration with the educator. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.
- If deficiencies still exist, the teacher will be provided written notice that he or she will be placed on a professional growth plan/goal(s) for 90 calendar days following receipt of notification. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a contract will be evaluated periodically and apprised of progress achieved and will be provided assistance and in-service training opportunities to help correct the noted performance deficiencies.

Evaluation

The individual responsible for supervising the employee will evaluate the employee's performance, but may consider input from other credentialed personnel. The evaluator will submit the written report to the employee no later than 10 days after the final evaluation takes place. The evaluator will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed with the employee in detail with a full explanation of the final rating. The employee will have the right to initiate a written response to the evaluation, and the response will become a permanent attachment to his or her personnel file.

Governing Board Annual Notification

Somerset Academy Inc. Governing Board shall annually notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations; three consecutive needs improvement evaluations, or three consecutive years of a combination of needs improvement and/or unsatisfactory evaluations providing that Somerset Academy, Inc. has been provided the historical evaluation data on the employee.

7. Self-Monitoring

It is the responsibility of the school site administrator to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system.

All administrators must be credentialed in order to utilize the tool to observe and evaluate teachers. This credentialing process includes training on the Marzano Framework and written/content and video scoring assessments. Once credentialed, there is ongoing training for administrators to include Instructional Rounds for the purpose of strengthening evaluator accuracy and inter-rater reliability. Updates and remediation will be provided to administrators based on needs.

Timely Feedback

Feedback, either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Evaluation Committee

An evaluation sub-committee is responsible for monitoring and modifying SADES as needed. Membership on the committee will include appointees made by the Somerset Academy Inc. Board Chair. Through this committee the parties agree to develop necessary procedures to bring SADES into compliance with Florida Statutes. The system will operate at the school level providing access for employees at all skill levels.

Continuous Professional Improvement

Continuous instructional improvement is an integral piece of the evaluation system. Feedback will be provided to teachers in a variety of ways: through observation conferences, during the final evaluation conference, during data reviews, and on the final evaluation form.

Each school will develop and implement a plan to identify individual professional development by reviewing school based evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, we will review the ratings in each domain of the evaluation and use the data to identify weaknesses. Each school will use the data to assist in the development of professional learning experiences to target the areas of weakness.

Alignment with School Improvement Goals

As required by state statute, teacher evaluations are based primarily upon student achievement scores that align with each individual school's improvement goals. School improvement goals are based primarily on student achievement. Instructional practice results will also be used to guide the development of teacher professional development plans, and school improvement goals. Evaluation results will be used to decide how personnel are hired to maximize student achievement growth and aligned to the improvement goals.

8. Appendix A – Checklist for Approval

Performance of Students

Somerset Academy schools in Broward have provided and meets the following criteria:

For all instruc	tional personnel:
	The percentage of the evaluation that is based on the performance of students criterion.
	An explanation of the scoring method, including how it is calculated and combined.
	At least one-third of the evaluation is based on performance of students.
	teachers newly hired by school:
	The student performance measure(s).
	Scoring method for each evaluation, including how it is calculated and combined.
For all instruct	tional personnel, confirmed the inclusion of student performance:
	Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
	If less than the three most recent years of data are available, those years for which data are available must be used.
	If more than three years of student performance data are used, specified the years that will be used.
	teachers of students for courses assessed by statewide, standardized assessments:
	Documented that VAM results comprise at least one-third of the evaluation. For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by Somerset Broward.
For all instructure assessments:	tional personnel of students for courses not assessed by statewide, standardized
	For classroom teachers, the determined student performance measure(s) used for personnel evaluations.
	For instructional personnel who are not classroom teachers, the determined student performance measure(s) used for personnel evaluations.
Instructional	<u>Practice</u>
Somerset Aca	demy schools in Broward have provided and meets the following criteria:
For all instruct	cional personnel:
	The percentage of the evaluation system that is based on the instructional practice criterion.
	At least one-third of the evaluation is based on instructional practice. An explanation of the scoring method, including how it is calculated and

		combined. The evaluation framework for instructional personnel is based on contemporary research in effective educational practices.
For all insti		ional personnel: A crosswalk from the evaluation framework to the Educator Accomplished Practices demonstrating that the evaluation system contains indicators based upon each of the Educator Accomplished Practices.
For classro	om □	teachers: The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.
For non-cla	ussro	oom instructional personnel: The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.
For all instr		ional personnel: Procedures for conducting observations and collecting data and other evidence of instructional practice.
Other Indi	icat	tors of Performance
Somerset A	Acad	demy schools in Broward have provided and meets the following criteria:
		Described the additional performance indicators, if any. The percentage of the final evaluation that is based upon the additional indicators. The scoring method, including how it is calculated and combined.
Summativ		valuation Score
Somerset A	Acad	demy schools in Broward have provided and meets the following criteria:
		Summative evaluation form(s). Scoring method, including how it is calculated and combined. The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).
Additional	LRe	<u>equirements</u>
Somerset A	Acad	demy schools in Broward have provided and meets the following criteria:
		Confirmation that it provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
		Documented that the evaluator is the individual who is responsible for supervising the employee.

	Identified additional positions or persons who provide input toward the evaluation, if any.
	Training programs: Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place. Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.
Documented:	
	Processes for providing timely feedback to the individual being evaluated.
	Description of how results from the evaluation system will be used for professional development.
	Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
	All instructional personnel must be evaluated at least once a year.
	All classroom teachers must be observed and evaluated at least once a year.
	Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in a Somerset school in Broward.
For instruction	nal personnel:
	Inclusion of opportunities for parents to provide input into performance
	evaluations when it determines such input is appropriate. Identification of the teaching fields, if any, for which special evaluation
	procedures and criteria are necessary. Description of peer assistance process, if any.
Evaluation P	<u>rocedures</u>
Somerset Aca	demy schools in Broward have provided and meets the following criteria:
	That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including: That the evaluator must submit a written report of the evaluation to the school principal for the purpose of reviewing the employee's contract.
	> That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
	> That the evaluator must discuss the written evaluation report with the employee.
	> That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
	That the school site administrator's procedures for notification of
	unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

That evaluation procedures require the Governing Board to annually notify the
Department of any instructional personnel who receives two consecutive
unsatisfactory evaluations and to notify the Department of any instructional
personnel who are given written notice of intent to terminate or not renew their
employment, as outlined in s. 1012.34, F.S., provided historical information is
available to school.

Self-Monitoring

The self-monitoring includes processes to determine the following:

Evaluators' understanding of the proper use of evaluation criteria and procedures
including evaluator accuracy and inter-rater reliability.
Evaluators provide necessary and timely feedback to employees being evaluated.
Evaluators follow policies and procedures in the implementation of
evaluation system(s).
The use of evaluation data to identify individual professional development.
The use of evaluation data to inform school improvement goals.