

Leon LEADS

Teacher's Guide to Leon LEADS - Leon Evaluation and Development System



Revised Summer 2023

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Please note that the company platform name has changed from time to time, there will be some changes to the interface, but not to our processes.

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Domain 1 Collaborative Planning

The team or teacher will

1. Ensure the unit **reflects** the state **standards** and includes **common formative** and **summative assessments**. (Utilizes LCS pacing guide when applicable)
2. Ensure that the unit **moves** students from lower levels to **higher levels of cognitive complexity**.
3. Provide **scaffolding** within lessons so that each piece of new information clearly builds on the previous piece.
4. Identify **traditional resources** and available **technologies** that enhance student understanding and how to use them appropriately.
5. Identify the **adaptations, accommodations, and modifications** that will be used to meet the needs of special learners, including **ESE, ELL, 504** and **low-expectancy/high-risk** students who lack support for learning.



Instruction Domain 2

Focus 1: Assuring Quality Student Work

The teacher will

6. Follow a **learning progression** that describes levels of performance and includes the **learning goal**.
7. Provide **feedback** to students regarding their progress and assists students in **monitoring** their progress.
8. Provide students with **recognition** of their growth, effort and accomplishments.
9. Use techniques to **establish** and **maintain** student **engagement** (investment in learning).
10. Use **response rate** techniques to maintain student engagement in questions.

Focus 2: Classroom Environment

The teacher will

11. Maintain an **orderly classroom** utilizing established classroom routines and procedures.
12. Use behavior associated with “**with-it-ness**” to maintain adherence to rules and procedures.
13. Display **objectivity** and **control**.

Focus 3: Interacting with New Knowledge

The teacher will

14. Engage students in **linking** activities to connect what they already know to new content.
15. **Cue critical information** to students.
16. Use **cooperative learning strategies** to implement effective small groups.
17. **Chunk** new information into small amounts and actively engage groups of students in **processing** the chunks of new information.
18. Provide **opportunities** for students to **record** their understanding of new content in linguistic and/or non-linguistic ways.
19. Engage students in activities that require elaborative **inferences**.
20. Engage students in activities that help them **reflect** on the learning process, their learning and effort.

Instructional Practice Score Calculation

Domain 1 x 20%
Domain 2 x 60%
Domain 3 x 20%
Overall IP Score

Focus 4: Deepening and Practicing Knowledge

The teacher will

21. Engage students in a **brief review** of content that highlights the critical information.
22. Use the cooperative learning process and strategies to **practice** and **deepen knowledge**.
23. Help students **deepen knowledge** by examining **similarities** and **differences**.
24. Help students **deepen knowledge** by **examining** their own **reasoning** or **logic**.
25. Engage students in **practice** activities that help them develop **competence** and confidence.
26. Provide opportunities for **independent practice at home**.
27. Engage students in **examining** how the current lesson **changed** their **perception** and **understanding of previous content**.

Focus 5: Applying Learned Knowledge

The teacher will

28. Engage **groups** of students in activities to facilitate student work on **complex tasks**.
29. Facilitate students **making decisions, solving problems, investigating, engaging in experimental inquiry, and / or authoring personal writings**.

Domain 3 Reflection and Revision

The teacher/ team will

30. Use **data** analysis to make instructional **decisions**.
31. Determine the **effectiveness** of selected **strategies** for **subgroups** (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling).
32. Identify specific **strategies** and behaviors from Domain 2 on which to **improve** and develop a written **Deliberate Practice Plan**.
33. Demonstrate a **professional growth mindset**.

Domain 4 Professional Responsibilities

The teacher will

34. **Implement** the school and district rules/procedures and **adhere** to them.
35. Know the district and school **initiatives** and **participate** accordingly.
36. **Positively contribute** to the overall school culture.
37. **Interact** with students and parents in a **positive** manner to foster learning and promote positive home/school **relationships**.

Leon LEADS

Teacher Evaluation Framework
Revised June 2021

Based on the FEAPS & the 2007 Marzano Framework adopted by FLDOE

Schedule of Observations – General Information (specific dates are dependent upon the board-approved yearly calendar)

Status	Formal Observations (Announced)	Walkthroughs (not a limited number)
Category I A New Teacher <i>(0 years of teaching)</i>	2 1 within the first 45 days of hire date 2 by mid-April	Once each nine weeks Minimum Requirement 2 by end of 1 st semester 4 by mid-April
Category I <i>(2nd or 3rd year of teaching or new to LCS.)</i>	2 1 by end of 1 st semester 2 by mid-April	Once each Semester Minimum Requirement 1 by end of 1 st semester 2 by mid-April
Category II Teacher <i>Starting with your 4th year of teaching</i>	1 1 by mid-May Annual Teachers by mid-April	Once each Semester Minimum Requirement 1 by end of 1 st semester 2 by mid-April
Category III Teacher <i>Starting with your 10th year of teaching</i>	1 1 by mid-May Annual Teachers by mid-April	Optional
Instructional Support Teacher <i>Determined by the prior year's Instructional Practice Score</i>	2 1 within the first 45 days of school 2 by mid-April	Twice each nine weeks Minimum Requirement 4 by 1 st semester 8 by mid-April

*All teachers new to the district will be assigned to Category 1 status for their first year in LCS, regardless of previous experience. Upon completing the first year with a final evaluation rating of effective or higher, the teacher will move into the category associated with his/her overall documented years of teaching experience. Teachers hired within the last 45 days of school will not be subject to an annual evaluation due to insufficient data. Those teachers will not be eligible for performance based salary adjustments the following year. ***The number of observations listed above is a minimum requirement.***

USING THE RATING SCALE FOR THE ELEMENTS

Each element in the Leon LEADS Teacher Evaluation Framework has a rating scale associated with it. It is important for observers to be knowledgeable of the elements and the rankings included in the rating scale. Note that in Domain 2 (Instruction), the ratings of Not Using, Beginning and Highly Effective have the same description throughout; the ratings for Developing and Effective are specific to individual elements.

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
0 pts.	1 pt.	2 pts.	3 pts.	4 pts.

0—NOT USING: The strategy is called for in the classroom but the teacher does not use it. This might indicate the teacher does not know or understand the strategy or did not remember to use it.

1—BEGINNING: The teacher uses the strategy incorrectly or with parts missing. The teacher might recognize the strategy is called for but omits parts or uses it incorrectly. At this stage, the teacher often needs to consciously think about and focus on implementing the strategy.

2—DEVELOPING: The teacher uses the strategy correctly but does not monitor how students are responding to the strategy. Often, the teacher is focusing on the delivery of the instruction and not on the impact of the strategy on student learning. The Developing rating should be used when the teacher is MONITORING LESS THAN A MAJORITY OF STUDENTS to determine the impact of the strategy on their learning.

3—EFFECTIVE: The teacher uses the strategy and monitors the extent to which it affects the MAJORITY (or more) of students. Monitoring student understanding will have a significant impact on learning; it is the key to being rated at the Effective level. When teachers are monitoring, they use a variety of ways to determine students' levels of understanding, they clarify misunderstandings and they provide students with feedback about their learning. The

Effective rating should be used when there is clear evidence the teacher is monitoring the impact of the strategy on a MAJORITY OF STUDENTS LEARNING.

Effective instruction has a direct impact on learning outcomes for the MAJORITY of students. Instruction that is rated Effective should be considered “A” teaching.

4--HIGHLY EFFECTIVE: The use of a strategy is considered Highly Effective when the teacher uses it in such a way that ALL students demonstrate learning. This means that the teacher must deliberately plan for unique student needs prior to instruction. In addition, during the lesson, the teacher monitors student learning and purposely adapts the strategy in order to ensure that ALL students are increasing their learning. Strategies are created to meet the needs of specific students or the class as a whole in order for the desired effect to be evident in ALL students. This is considered to be expert or “A plus” teaching. Observers should see ALL students learning as a result of the teacher monitoring learning or modifying instruction.

INSTRUCTIONAL PRACTICE (IP) CALCULATION:

Domain 1 x 20%
Domain 2 x 60%
+Domain 3 x 20%
Overall IP score

All elements are averaged within each domain and combined for an overall Instructional Practice score based on the weighting described above. The Instructional Practice score is 45% of the summative evaluation score.

STUDENT PERFORMANCE MEASURE (SPM) CALCULATION:

The SPM is calculated using the average of up to three (3) years of SPM scores when appropriate and available per statute (s. 1012.34, F.S.).

SPM is calculated by the percentage of Student Learning Objectives (SLOs) met.

Teachers must acknowledge that **all** students on their rosters are represented in their SLOs.

Teachers who instruct courses that are assessed by state or national standardized assessments must utilize the state or national assessment data in the development of their SLOs. Data can also be gathered from school and classroom level assessments, baseline assessments, as well as student performance on classwork during the first few weeks of school. The number of SLOs written should be proportional to the number of state assessed courses reflected on the teacher's schedule. Teachers must select an appropriate, content area, standards-based **measurement tool** other than state/national tests when writing SLOs.

SLO – percent met (75-100% = 4; 50-74% = 3; 25 – 49% = 2; 0-24% = 1)

The Student Performance Measure score is 35% of the summative evaluation score.

PROFESSIONAL RESPONSIBILITIES CALCULATION:

Domain 4 x 20%

The Professional Responsibilities score is 20% of the summative evaluation score.

Instructional Practice Score (45%)	
Student Performance Measure Score (35%)	
Professional Responsibilities Score (20%)	
Final Evaluation Score	

(HE) Highly Effective	(E) Effective	(NI) Needs Improvement or (D) Developing	(U) Unsatisfactory
3.35-4.0	2.35-3.349	1.35-2.349	0-1.349

Domain 1: Collaborative Planning

Element 1

The team or teacher ensures that the unit reflects the state standards and includes common formative and summative assessments when applicable. (Utilizes LCS pacing guide when applicable)

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Lesson and unit plans include important content identified by the state and district
- Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district when applicable
- The unit Plans include common summative and formative assessments when applicable
- The unit plans include formal and informal assessments

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for, but not used by the team/teacher	The team/teacher attempts to design units that reflect the state standard, proper sequencing and common formative and summative assessments when applicable but does not actually complete or follow through with these attempts.	The team/teacher ensures that the unit reflects the state standards but does not have proper sequencing or include common formative or summative assessments when applicable.	The team/teacher ensures that the unit reflects the state standards and includes common formative and summative assessments. (Utilizes LCS pacing guide when applicable)	The teacher is a leader in planning units, developing pacing guides and assessments and assists others with this task.

QUICK SHEET FOR ELEMENT 1

ELEMENT 1: The teacher or team ensures that the unit reflects the state standards and includes common formative and summative assessments when applicable. (Utilizes LCS pacing guide when applicable)

EXPECTATION: the team/teacher ensures that the unit reflects the state standards and includes common formative and summative assessments. (Utilizes LCS pacing guide when applicable)

1. When planning a unit, the team/teacher must first identify and understand the Florida Standard(s) being taught. This includes the appropriate level of cognitive complexity which is identified in each standard. The Florida Standards become the basis for learning goals used in classrooms.
2. It is also important for the team/teacher to plan according to the district pacing guide if one is available for their subject area/grade level. Specifically, these should be used to sequence units so that the team ensures uniformity of presented content.
3. The team/teacher includes common formative and summative assessments in the unit planning in order to define quality student work.
4. Summative assessments evaluate the knowledge students have learned by the end of the unit. This can be done through major projects, end of unit tests, final exams, standardized tests, etc.
5. Formative assessment is used daily and weekly to measure student progress as it happens. During a unit, the teacher might use formative assessment to check student understanding of a particular lesson. Formative assessment could include: assignments, quizzes with different types of items, discussion with students, observation of student, and student generated tasks. The use of formative assessments enables the teacher to determine how each student is progressing towards the learning goal.
6. If teams of teachers plan formative and summative assessments together, all of them have a common understanding of exactly what is expected of students. Many of the assignments/quizzes/assessments provided in our curricula can be used for this purpose.
7. In summary, this element is about what we teach (the Florida Standards at the appropriate complexity level using a district pacing guide, if applicable) and what is accepted as quality student work (defined by the formative and summative assessments used in the unit). Using collaborative planning will help teachers accomplish this.

Domain 1: Collaborative Planning

Element 2

The teacher or team ensures that the unit moves students from lower levels to higher levels of cognitive complexity.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Plans illustrate how learning moves from an understanding of foundational content to application of information in authentic ways at appropriate levels of complexity
- Plans provide for an extension of learning

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for, but not used by the team/teacher	The teacher attempts to organize lessons within a unit so that students move from an understanding to applying the content through authentic tasks at an appropriate level of cognitive complexity but does not actually complete or follow through with these attempts.	The teachers organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require the application of content in authentic ways at an appropriate level of cognitive complexity.	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks at an appropriate level of cognitive complexity.	The teacher is a leader in designing units that move students from lower to higher levels of complexity and assists others with the task.

QUICK SHEET FOR ELEMENT 2

ELEMENT 2: The teacher or team ensures that the unit moves students from lower levels to higher levels of cognitive complexity.

EXPECTATION: the team/teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks at an appropriate level of cognitive complexity.

1. Students moving from foundational content to participating in authentic tasks is what Domain 2 (Instruction) is all about. This element focuses on the planning that teams/teachers do in order to have this occur. Does the unit plan define how this movement will happen?
2. Teachers must be aware of the appropriate cognitive complexity level for the standard(s) being taught. This will help them ensure that, by the end of the unit, they are providing students with work that is rigorous enough to meet the standard.
3. Classroom tasks must be aligned to the rigor of the standard; the teacher must ensure that the task or text is on grade level and provide necessary support to engage students.
4. By planning for the unit to move students from lower to higher levels of cognitive complexity, the teacher/team gives students the opportunity to move up the performance rubric as well.
5. The teacher/team must plan for how learning will be extended beyond fundamental knowledge by incorporating student choice and initiative. Many of the district's current curricula can assist with this.
6. Collaborative planning can assist teachers with this element.

Domain 1: Collaborative Planning

Element 3

The team or teacher provides scaffolding within lessons so that each piece of new information clearly builds on the previous piece.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

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

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for, but not used by the teacher.	The teacher attempts to provide scaffolding within lessons so that each piece of new information clearly builds on the previous piece but does not actually complete or follow through with these attempts.	The teacher scaffolds the information in the lesson but the relationship between the content is not clear.	The teacher provides scaffolding within lessons so that each piece of new information clearly builds on the previous piece	The teacher is a leader in lesson design with scaffolding and assists others with this task.

QUICK SHEET FOR ELEMENT 3

ELEMENT 3: The teacher or team will provide scaffolding within lessons so that each piece of new information clearly builds on the previous piece.

EXPECTATION: the team/teacher provides scaffolding within lessons so that each piece of new information clearly builds on the previous piece.

1. This element focuses on the planning that teams/teachers do in order to use strategies that will help students link to prior knowledge, chunk, etc.
2. Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk.
3. This is more than simply sequencing the content. The teacher must ensure that he/she is planning for linking to prior knowledge and providing small chunks of knowledge
4. Scaffolding requires using specialized teaching strategies geared to support learning when students are first introduced to a new subject. Scaffolding gives students a context, motivation, or foundation from which to understand the new information that will be introduced during the coming lesson.
5. Collaborative planning can assist teachers with this element.

Domain 1: Collaborative Planning

Element 4

The teacher identifies traditional resources and available technologies that enhance student understanding and how to use them appropriately.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Unit and lesson plans identify resources within the classroom, school and community that will be used to enhance students' understanding of content
- The plan identifies available technology that will be used:
 - Interactive whiteboards
 - Voting technologies
 - Response systems
 - One-to-one computers
 - Blogs
 - Wikis
 - Discussion boards

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for, but not used by the team/teacher	The teacher attempts to identify available resources and technologies and the manner in which they will be used but does not actually complete or follow through with these attempts.	The teacher identifies the available resources and technologies that can enhance student understanding but does not identify the manner in which they will be used.	The teacher identifies the available resources and technologies that can enhance student understanding and the manner in which they will be used.	The teacher is a leader in identifying traditional and technology resources and assists others with the task.

QUICK SHEET FOR ELEMENT 4

ELEMENT 4: The teacher or team identifies traditional resources and available technologies that enhance student understanding and how to use them appropriately.

EXPECTATION: the teacher identifies the available resources and technologies that can enhance student understanding and the manner in which they will be used.

1. The unit/lesson plan should include the resources and technologies that will be used to help students move from foundational knowledge to more complex tasks.
2. The plan should also include plans to use the resources and technologies in an appropriate manner. Initially, the teacher may have to instruct students on the use of these and that, too, should be included in the plan.
3. Collaboratively planning for the use of resources and technologies could enhance instruction.

Domain 1: Collaborative Planning

Element 5

The teacher identifies the adaptations, accommodations, and modifications that will be used to meet the needs of special learners (including ESE, ELL, 504 and low expectancy/high risk students who lack support for learning).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher communicates value and respect for special learners in a variety of nonverbal and verbal ways: eye contact, smiles, appropriate physical contact, addressing students in a respectful manner
- The teacher asks questions (including complex questions) of special learners at the same rate as high expectancy students and probes for further explanation of answers when incorrect
- Adaptations, accommodations, and modifications that will be used to meet the needs of special learners are identified in the unit or lesson plan

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for, but not used by the team/teacher	The teacher attempts to identify the needs and adaptations, accommodations, and modifications that will be used to meet the needs of special learners but does not actually complete or follow through with these tasks.	The teacher identifies the needs of special learners but does not identify the adaptations accommodations, and modifications that will be used to meet the needs of special learners (including ESE, ELL 504 and low expectancy/high risk students who lack support for learning).	The teacher identifies the needs and adaptations, accommodations, and modifications that will be used to meet the needs of special learners (including ESE, ELL, 504 and low expectancy/high risk students who lack support for learning).	The teacher is a leader in identifying needs, adaptations, accommodations and modifications for special learners and assists other with this task.

QUICK SHEET FOR ELEMENT 5

ELEMENT 5: The teacher or team identifies the adaptations, accommodations, and modifications that will be used to meet the needs of special learners (including ESE, ELL, 504, and low expectancy/high risk students who lack support for learning).

EXPECTATION: the teacher identifies the needs and adaptations, accommodations, and modifications that will be used to meet the needs of special learners (including ESE, ELL, 504, and low expectancy/high risk students who lack support for learning).

1. The unit or lesson plan must identify the adaptations, accommodations and modifications that will be made to meet the needs of individual or groups of special learners as according to their IEP, ELL or 504 plan.
2. In addition, the unit/lesson plan must provide for the needs of students who come from home environments that offer little support for schooling. When assigning activities to be done at home, the teacher should take into account these students' family resources.
3. The teacher should understand what is needed by the special learners and plan accordingly to meet their needs. This may include planning specific questions to use with them during a class discussion so they are asked questions (including complex questions) at the same rate as other learners.
4. It is important for the teacher to communicate value and respect for special learners in a variety of verbal and non-verbal ways. It is also expected that other students will treat special learners with respect and the teacher will monitor this.
5. This detailed planning and the implementation of the plan will directly affect the number of students who become and remain engaged during a lesson.
6. Collaborative planning will assist teachers in this planning effort and provide consistency for special learners in specific academic areas and grade levels.

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 6

The teacher follows a learning progression that describes levels of performance and understanding and includes the learning goal.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. (The learning goal should reflect the standard and is included as level 3 of the learning progression)
- Students demonstrate an understanding of the learning progression by the teacher.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher follows a learning progression that includes the learning goal.	The teacher follows a progression that includes the learning goal and monitors for evidence that the students understand the learning goal and levels of progression.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide a learning progression that describes levels of performance and understanding which includes the learning goal?	In addition to providing a learning progression that describes levels of performance and understanding that includes the learning goal, how can you monitor students understanding?	How might you deliberately plan for unique student needs and monitor, adapt and accommodate instruction during the lesson that addresses the needs of all learners?	What are you learning about your students as you plan for and adapt to meet unique needs of all learners?

QUICK SHEET FOR ELEMENT 6

ELEMENT 6: The teacher follows a learning progression that describes levels of performance and understanding and includes a learning goal.

EXPECTATION: the teacher follows a learning progression that includes the learning goal and monitors for evidence that the students understand the learning goal and levels of performance.

1. There are four components to Element 6 and teachers must have all four to be considered for an effective rating.
 - A learning progression that describes levels of performance
 - Monitoring for students' understanding of the performance levels
 - A clearly stated learning goal as level 3 of the learning progression
 - Monitoring for students' understanding through the learning progression
2. The Florida Standards should be used as the learning goals (level 3 of the learning progression). These goals should be overarching and enduring; they could last for the entire unit or several weeks.
3. Learning goals should convey to students the DESTINATION for the lesson. It identifies what they should learn, how deeply to learn it, and how to demonstrate their learning. There should be a clear link between activities done in the classroom and the learning goal and students should understand this.
4. There are two types of learning goals:
 - Declarative—these are informational in nature
 - Procedural—these are oriented toward skills, strategies or processes

Understanding which type of learning goal is being used, will enable teachers to use the most appropriate instructional strategies with their students.
5. If learning goals are the destination, then the learning progression provides the stops (levels) along the way. They are the progression of cognition towards the goal.
6. To build a learning progression, begin with the end in mind. Know the standard and the level of cognitive complexity.
 - Level 1 Should focus on simple beginning knowledge or recognition/recall or begin with the stem "with help/support I can.....(simpler target)
 - Level 2 Write a related goal for fundamental knowledge or basic content
 - Level 3 Begin with the learning goal (standard) written in student-friendly language—this is the target
 - Level 4 Write a related more complex goal that uses the identified knowledge in robust tasks
7. Learning Progressions/learning goals can keep teachers and students focused on what is really important. Students should recognize that the activities they are doing in class are enabling them to move up the performance rubric.
8. Learning Progressions/learning goals can be reviewed/discussed at the beginning and end of each lesson in order to help students focus on what is critical to their learning.
9. Students should be able to communicate, in their own words, what the learning goal is and how they progress toward the goal.

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 7

The teacher provides feedback to students regarding their progress and assists students in monitoring their progress.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher provides feedback (goal-related information about the actions taken to reach the goal) to student regarding their progress
- Teacher helps students monitor their individual progress through formal and informal measures
- Students can describe their level of understanding relative to the learning progression.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher facilitates monitoring of student progress using a formative approach to assessment.	The teacher facilitates monitoring of student progress using a formative approach to assessment and monitors for evidence of the extent to which the students understand their level of performance.	The teacher deliberately plans for unique student needs and during lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you facilitate monitoring of student progress using a formative approach to assessment?	In addition to facilitating monitoring of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their levels of performance?	How might you deliberately plan for and during the lesson monitor, adapt, accommodate or modify instruction to meet the unique needs of students and ensure that all students achieve the desired effect?	What are you learning about your students as you plan for and adapt to meet unique needs of all learners?

QUICK SHEET FOR ELEMENT 7

ELEMENT 7: The teacher provides feedback to students regarding their progress and assists students in monitoring their progress.

EXPECTATION: The teacher facilitates monitoring of student progress using a formative approach to assessment and monitors for evidence of the extent to which the students understand their level of performance.

1. Feedback is defined as useful information on how students are doing in their efforts to meet a specific goal. Done correctly, feedback closes the gap between where students are and where they need to go (the goal).
2. Effective feedback requires that students have a goal, take action to achieve it, and receive goal-related information about their actions. This information should indicate to students whether they are on the right track or if they need to change course.
3. Effective feedback should be concrete, specific, and provide actionable information. Therefore, “good job,” “you did that wrong”, and a grade are examples that are NOT feedback. Students should be able to understand exactly what they need to do differently next time; the words “good” and “wrong” don’t provide that specific information.
4. Feedback should also be:
 - a. User-friendly—students must be able to understand it and not be overloaded
 - b. Timely—the sooner feedback is given, the better
 - c. Ongoing—continued over many opportunities for students to improve their performance
 - d. Consistent—teachers have a common definition of quality student work and continue to use that definition with students.
5. Feedback should link the students to the work they need to do in order to achieve the learning goal.
6. Once descriptive feedback has been provided to students, then the teacher can give useful information on what to do to improve their performance next time (advice).
7. Some strategies for tracking student progress:
 - a. Formative assessments that identify each student’s level on the learning progression
 - b. Other forms of assessments—obtrusive, unobtrusive, student-generated
 - c. Student progress charts on which students track their progress throughout the unit
 - d. A whole-class tracking chart that creates a snapshot of the progress of the entire class.

RESOURCE: “Seven Keys to Effective Feedback” by Grant Wiggins. Educational Leadership, September, 2012.

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 8

The teacher provides students with recognition of their growth, effort and accomplishments.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher acknowledges students who have met or exceeded expectation on the leaning progression
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal or leaning progression.
- Students appear motivated to make revisions necessary to enhance their level of understanding.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher provides students with recognition of their current level of understanding and their knowledge gain relative to the learning progression	The teacher provides students with recognition of their current status and their knowledge gain relative to the learning progression and monitors for evidence of the extent to which the students are motivated to improve their understanding.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with recognition of their growth, effort and accomplishments relative to the rubric/learning goal?	In addition to providing students with recognition of their growth, effort and accomplishments relative to the rubric/learning goal, how can you monitor the extent to which students are motivated to improve their understanding?	How might you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that ALL students achieve the desired effect?	What are you learning about your students as you plan for and adapt to meet unique needs of all learners?

QUICK SHEET FOR ELEMENT 8

ELEMENT 8: The teacher provides students with recognition of their growth, effort and accomplishments.

EXPECTATION: the teacher provides students with recognition of their current status and their knowledge gain relative to the learning progression and monitors for evidence of the extent to which the students are motivated to enhance their learning.

1. If students have been effectively tracking their progress, they will be able to see their progress over time. Focusing on knowledge gain, in addition to mastery, provides a way to recognize and celebrate success for all students.
2. This recognition can be done in a variety of ways: some examples are verbal feedback, certification of success, parent notification, displaying student names, and round of applause from classmates. If the teacher is giving verbal feedback, it is important to specifically explain what a student did well on a task rather than making general statements such as, “excellent”, “good job”, or “awesome.”
3. Author Doug Lemov calls this “precise praise” and states it should focus on specific actions that help students meet expectations. This leads to acknowledging actions/habits that lead to success.
4. Feedback and recognition helps motivate students by forming partnerships between the teacher and student, which allows students to watch themselves grow and understand what success looks like.

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 9

The teacher uses techniques to establish and maintain student engagement (investment in learning).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher notices when students are not engaged and takes action to re-engage students
- Teacher uses structured or impromptu games as engagement techniques
- Teacher uses activities that require students to physically move(acting out, modeling, answering with body)
- Teacher uses crisp transitions and alters pace appropriately
- Teacher displays intensity and enthusiasm
- Teacher uses friendly controversy (mini-debates, eliciting different opinions)
- Teacher establishes and maintains effective relationships with students; provides opportunities for students to talk about themselves; uses verbal and non-verbal behaviors that indicate affection for students
- Teacher presents unusual or intriguing information
- Students increase their level of engagement when prompted or involved in activities
- Students demonstrate active participation in the lesson *(engagement)

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher uses techniques to establish and maintain student engagement.	The teacher uses techniques to establish and maintain student engagement and monitors for evidence of the extent to which the students are engaged.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How might you establish and maintain student engagement using a variety of techniques and strategies?	In addition to using a variety of techniques and strategies to establish and maintain student engagement, how can you monitor the extent to which students are engaged?	How might you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction so that ALL students achieve the desired effect?	What are you learning about your students as you plan for and adapt to meet unique needs of all learners?

QUICK SHEET FOR ELEMENT 9

ELEMENT 9: The teacher uses techniques to establish and maintain student engagement (investment in learning).

EXPECTATION: The teacher uses techniques to establish and maintain student engagement and monitors for evidence of the extent to which the students are engaged.

1. Student engagement occurs when students make a psychological investment in learning; they try hard to learn what school offers. Phil Schleaty (1994) says students who are engaged exhibit three characteristics: they are attracted to their work, they persist in their work despite challenges and obstacles and they take visible delight in accomplishing their work.
2. The following are some strategies teachers can use to create the conditions that promote student engagement:
 - a. Fostering strong individualized relationships with students
 - b. Understanding students' interests and backgrounds—the teacher has discussions with students about topics in which they are interested and builds student interests into classroom experiences
 - c. Providing opportunities for students to talk about themselves—the teacher structures activities that help students make connections between the academic content and their personal interests
 - d. Using verbal and nonverbal behaviors that indicate affection for students—the teacher engages in informal conversations with students, compliments them, uses humor, smiles, nods, etc. as appropriate
 - e. Using academic games/competition—the teacher uses structured games and friendly competition to maintain student engagement and helps students focus on the academic content of these games
 - f. Using physical movement—the teacher uses activities that require students to move around the room, physically act out academic content, or stand/stretch when their energy is low
 - g. Maintaining a lively pace—the teacher has efficient transitions from one activity to another and alters the pace of instruction so that it is appropriate for students
 - h. Demonstrating intensity and enthusiasm—the teacher signals excitement for the content by physical gestures, voice tone, relating personal experiences and adjusting his/her energy level
 - i. Using friendly controversy—the teacher provides activities, such as, mini-debates or examining different perspectives and opinions, that require students to engage in friendly controversy
 - j. Presenting unusual or intriguing information—the teacher uses a variety of ways to present information that increase student attention to the content.
3. If the teacher notices that some students are not engaged, it is important that the teacher take action to re-engage these students and monitor for evidence that the students re-engage.

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 10

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

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher uses wait time
 - Post teacher question wait time
 - Within student response pause time
 - Post student response wait time
 - Teacher pause time
 - Impact pause time
- Teacher uses response cards
- Teacher uses choral response
- Teacher uses technology to keep track of student responses
- Teacher uses response chaining
- Students use hand signals to respond to questions

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher uses response rate techniques to maintain student engagement in questions.	The teacher uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the students engaged.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use a variety of response techniques to maintain student engagement in questions?	In addition to using a variety of response techniques to maintain student engagement how can you monitor the extent to which the techniques are effective for all students?	How might you deliberately plan for unique student needs and monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?	What are you learning about your students and your instruction as you deliberately plan for and monitor unique student needs?

QUICK SHEET FOR ELEMENT 10

ELEMENT 10: The teacher uses response rate techniques to maintain student engagement in questions.

EXPECTATION: The teacher uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the students engaged.

1. Using response rate techniques is really a part of all instructional elements. Teachers should decide which techniques are most appropriate for their students and plan accordingly. ALL students must have the opportunity to respond, not just a few who raise their hands.
2. Some ways to maintain engagement:
 - A. Wait Time—five types
 - a. Post-teacher question wait time: when posing a question, the teacher should allow at least three seconds for students to respond.
 - b. Within-student pause time: teacher should allow students at least three seconds to think during pauses while they are answering or asking a question.
 - c. Post-student response wait time: pause a few seconds between the time a student has completed a response and other students are allowed to respond.
 - d. Teacher pause time: when presenting content, teachers should pause to allow students time to process and formulate thoughts and question regarding new information.
 - e. Impact pause time: occurs when the most dramatic way to focus attention at a given time is to provide uninterrupted silence.
 - B. Response Cards: when a question is asked, students record their answers on individual response cards or dry-erase boards. At a given signal, they hold up the boards so the teacher can see them.
 - C. Choral Response: when students are having trouble with specific information, the teacher provides them with the target information and asks students to repeat the information as a group. The intent is to provide an “imprint” of important information that all students are finding difficult; NOT that all students are to learn content in a verbatim fashion. This is not the same as “calling out.” When using this strategy, teachers must be careful to monitor ALL students in order to ensure their engagement.
 - D. Response Chaining: involves linking student responses. Begin by asking a question to which a specific student responds; the class then votes on accuracy of the response. Teacher asks various students to support their claim that the response was correct, partially correct or incorrect.
 - E. Hand Signals: can be used to indicate how well students understand a key concept.

Domain 2: Instruction

Focus 2: Classroom Environment

Element 11

The teacher maintains an orderly classroom utilizing established classroom routines and procedures.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher establishes rules, procedures and routines
- The teacher designs the physical layout of the room to facilitate movement and a focus on learning
- The teacher applies consequences for not following rules and procedures consistently and fairly
- The teacher consistently and fairly acknowledges adherence to rules and procedures
- Students follow clear routines during the class
- Students regulate their own behavior

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher maintains classroom rules and procedures and the physical layout of the room is appropriate in order to provide an orderly environment	The teacher maintains classroom rules and procedures and the physical layout of the room is appropriate in order to provide an orderly environment and the teacher monitors for evidence that the students follow rules and procedures	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish and maintain rules and procedures and ensure that the physical layout of the room is appropriate to provide an orderly environment?	How can you establish and maintain rules and procedures and ensure that the physical layout of the room is appropriate to provide an orderly environment and monitor for evidence that students are following rules and procedures?	How might you deliberately plan for unique student needs and during lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?	What are you learning about your students as you deliberately plan for and adapt to meet their unique needs?

QUICK SHEET FOR ELEMENT 11

ELEMENT 11: The teacher maintains an orderly classroom utilizing established classroom routines and procedures.

EXPECTATION: The teacher maintains classroom rules and procedures and the physical layout of the room is appropriate in order to provide an orderly environment and the teacher monitors for evidence that the students follow rules and procedures.

1. The physical layout of the classroom should be planned so that it facilitates easy movement and helps the students focus on learning through the use of posted information and student work. Space and materials are utilized to enrich learning of current or recent content.
2. The teacher has a small set (4-8) rules/procedures that are focused on maintaining order in the classroom. At the beginning of the school year or term, the teacher reviews the rules with the students and explains the logic behind them. At various points throughout the year, the teacher might work with the students to modify the rules so they are more explicit for the group.
3. Routines and procedures run smoothly with minimal prompting from the teacher. Transitions are orderly and efficient and require little teacher direction.
4. In order to maintain order within the classroom, teachers are encouraged to consistently and fairly acknowledge student adherence to the set rules and procedures. This can be done in a variety of ways:
 - a) Verbal and nonverbal affirmations
 - b) Tangible recognition
 - c) Token economies
 - d) Color-coded behavior
 - e) Communication with the home focused on a student's positive behavior.
5. If students are not behaving according to the rules and procedures, the teacher must notice this and apply consequences. This must be done consistently and fairly and in a calm manner by using some of these strategies:
 - a) Verbal and nonverbal cues
 - b) Time-out within and outside the classroom
 - c) Group contingencies
 - d) Communication with the home
 - e) Some teachers post a list of consequences for rule infractions so students will know exactly what to expect if they break a rule.
6. Teachers should have a plan for how to handle high-intensity situations that occur when a student is out of control. Trying to reason with a student who is out of control usually does not help; thus, the teacher must have designed a plan ahead of time and use it during high-intensity situations.

Domain 2: Instruction

Focus 2: Classroom Environment

Element 12

The teacher uses behavior associated with “with-it-ness” to maintain adherence to rules and procedures.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher physically occupies all quadrants of the room
- The teacher scans the entire room making eye contact with all students
- The teacher recognizes potential sources of disruption and deals with them immediately
- The teacher proactively addresses inflammatory situations
- Students recognize that the teacher is aware of their behavior

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher uses behaviors associated with “with-it-ness”.	The teacher uses behaviors associated with “with-it-ness” and monitors for evidence of the effect on the students’ behavior.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use behaviors associated with “with-it-ness”?	In addition to using behaviors associated with “with-it-ness” how can you monitor the effect on students’ behavior?	How might you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?	What are you learning about your students as you deliberately plan for and monitor, adapt, accommodate and modify instruction to meet the needs of all the students?

QUICK SHEET FOR ELEMENT 12

ELEMENT 12: The teacher uses behavior associated with “with-it-ness” to maintain adherence to rules and procedures.

EXPECTATION: The teacher uses behavior associated with “with-it-ness” and monitors for evidence of the effect on the students’ behavior.

1. With-it-ness is described as a teacher being aware of potential problems and giving quick attention to them BEFORE these problems become a disruption in the classroom. This is the core of effective classroom management; with-it-ness can often keep student misbehavior from happening.
2. There are four general actions involved in with-it-ness:
 - a. Being proactive—the teacher tries to be aware of incidents that have happened outside of class that might affect student behavior in class and talks with the involved students to set expectations for the day.
 - b. Occupying the entire room—the teacher moves to all quadrants of the room frequently. If it is not possible for the teacher to move, he/she can visually occupy the room by making eye contact with each student.
 - c. Noticing potential problems—the teacher notices and attends to unusual behavior by students BEFORE problems arise.
 - d. Using a series of graduated actions—once a potential problem has been identified, the teacher takes graduated steps to extinguish the behavior.
3. It is important to remember that with-it-ness is used BEFORE there has been a rules infraction; applying consequences for lack of adherence to rules comes AFTER inappropriate behavior has occurred.

Domain 2: Instruction

Focus 2: Classroom Environment

Element 13

The teacher displays objectivity and control.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher does not exhibit extremes in positive or negative emotions
- The teacher addresses inflammatory issues and events in a calm and controlled manner
- The teacher interacts with all students in the same calm and controlled fashion
- The teacher does not demonstrate personal offense at student misbehavior
- Students are settled by the teacher's calm demeanor

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher behaves in an objective and controlled manner.	The teacher behaves in an objective and controlled manner and monitors for the evidence of the effect on the classroom climate for the students	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
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 effect of the classroom climate?	How might you deliberately plan for the unique student needs and monitor, adapt, accommodate or modify your actions to meet the needs of all students?	What are you learning about your students as you deliberately plan for and monitor, adapt, accommodate and modify your actions to meet the needs of all students?

QUICK SHEET FOR ELEMENT 13

ELEMENT 13: The teacher displays objectivity and control.

EXPECTATION: The teacher behaves in an objective and controlled manner and monitors for the evidence of the effect on the classroom climate for the students.

1. Teachers should strive to maintain a consistent tone in the classroom by behaving in a way that communicates care and concern equally for each student.
2. It is useful for teachers to monitor their own thoughts and emotions and be aware of those students for whom they have negative emotions. This will enable teachers to avoid displaying related negative behaviors towards these students.
3. Using emotional objectivity in the classroom requires that the teacher's demeanor avoids extremes, particularly when the teacher becomes angry with a student.
4. Simply put, the teacher must ALWAYS be the adult in any situation dealing with students. It is vital that teachers model for their students the appropriate ways to deal with conflict.
5. Some strategies for maintaining objectivity and control:
 - a. The teacher reflects daily about how consistently he/she enforced positive and negative consequences.
 - b. The teacher identifies personal triggers that might impact emotional objectivity.
 - c. The teacher identifies several strategies for remaining calm when dealing with conflict: tone of voice, facial expressions, body language, etc.
 - d. The teacher employs active listening with students.
 - e. The teacher understands that students have different communication styles and unique needs that can influence their emotional reactions.

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 14

The teacher engages students in linking activities to connect what they already know to new content.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher uses preview questions
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer (outline or graphic organizer)
- Teacher uses motivational hook/launching activity (anecdotes, short selection from video)
- Teacher connects vocabulary to upcoming content
- Students demonstrate linkages with prior knowledge
- Students make predictions about upcoming content
- Students can provide a purpose for what they are about to learn

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in learning activities that require them to preview and link new knowledge to previously presented academic and/or background knowledge.	The teacher engages students in learning activities that require them to preview and link new knowledge to previously presented academic knowledge and/or background knowledge and monitors for evidence of the extent to which the students are making linkages.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in learning activities that require them to preview and link new knowledge to previously presented academic and/or background knowledge?	In addition to engaging students in activities that require them to preview and link new knowledge to previously presented academic/background knowledge how can you monitor if the students are making the linkages?	How can you deliberately plan for unique student needs and during your lesson monitor, adapt, accommodate and modify instruction to meet the needs of all your students?	What are you learning about your students as you deliberately plan for unique student needs and monitor, adapt, accommodate and modify instruction to meet the needs of all students?

QUICK SHEET FOR ELEMENT 14

ELEMENT 14: The teacher engages students in linking activities to connect what they already know to new content.

EXPECTATION: The teacher engages students in learning activities that require them to preview and link new knowledge to previously presented academic knowledge and/or background knowledge and monitors for evidence of the extent to which the students are making linkages.

1. This has been called the most respectful element because it says to our students, “You already know something about this topic and we want to know what it is.” Their knowledge may come from life experiences or previous learning in school; even if the student has little or no prior knowledge about the topic, he/she is still able to activate knowledge that will allow important linkages to be made. This is NOT about teachers making linkages for students but providing students the opportunities to make the linkages themselves.
2. It is important to remember that some students (especially those from low socio-economic backgrounds) may have less academic knowledge to which they can link the new content. Teachers must be aware and plan for this in order to ensure that ALL students have linked in some manner to the new content.
3. Some linking strategies include:
 - a) What do you think you know?—the teacher asks students to write down what they already know about an upcoming topic and share it with a partner. These lists are used to create a whole-class list of what is already known about upcoming content.
 - b) K-W-L—students identify what they already know about the topic (K), they list what they want to know about the topic (W) and (after a lesson) students list the things they have learned (L).
 - c) Word splash—the teacher prepares a number of words and short phrases associated with the new content and presents them to students prior to a lesson. Students try to sort the terms into categories that make sense to them and the teacher leads a discussion of how the terms relate to each other and to students’ prior knowledge.
 - d) Anticipation guides—students respond to a series of statements that relate to upcoming information. The teacher then leads the class in a discussion of how the students responded.
 - e) Preassessment—exposes students to the most important information in an upcoming presentation.
 - f) Preview Questions—plan ahead for strong questions that stimulate interest and activate prior knowledge.
 - g) Skimming—students skim written content for the upcoming lesson to preview and make linkages to what they already know.

Domain 2: Instruction

Focus 3: Interaction with New Knowledge

Element 15

The teacher cues critical information to students.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher tells the students to get ready for some important information
- The teacher cues the importance of upcoming information in a direct or non-direct fashion
 - Tone of voice
 - Body Position
 - Explicitly telling them that information is important
- Students visibly adjust their level of engagement

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher signals to students which content is critical.	The teacher signals to students which content is critical and monitors for the extent to which the students are attending to critical information.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you signal to students which content is critical?	In addition to signaling to students which content is critical how might you monitor the extent to which students attend to critical information?	How might you deliberately plan for the unique needs of students and during the lesson monitor, adapt, accommodate or modify your instruction to meet the needs of all of your students?	What are you learning about your students as you deliberately plan for their unique needs and during the lesson monitor, adapt, accommodate or modify your instruction to meet their needs?

QUICK SHEET FOR ELEMENT 15

ELEMENT 15: The teacher cues critical information to students.

EXPECTATION: The teacher signals to students which content is critical and monitors for the extent to which the students are attending to critical information.

1. The teacher must identify critical-input experiences that present important **new content** to students. These must be highlighted by the teacher so students know they must pay close attention. There are usually three to four critical-input experiences for each learning goal.
2. These critical-input experiences should utilize a variety of learning modalities and be engaging to help anchor the information in student memory.
3. Remember this is for NEW content that is being presented. It is helpful to tie the new information back to the learning goal so students can understand how this will help them achieve the goal.
4. Element 15 is the moment in time when the teacher signals to students that what they are about to learn is important and why. This is a high yield strategy because it helps ensure that ALL students recognize what is most important for them to learn.
5. Research shows that critical information presented visually, dramatically, and verbally can significantly enhance learning when done effectively.
6. Some strategies for identifying critical information:
 - a) Visual activities—teacher uses storyboards, graphic organizers, and pictures to highlight critical information
 - b) Narrative activities—teacher uses stories to help anchor information in memory and signal to students that certain information is important. In general, any new content that has a story attached to it will most probably be remembered by students for quite a while.
 - c) Teacher cues the importance of upcoming information in some indirect fashion—could raise or lower voice to signal critical information or create suspense about the upcoming information. Teacher might also communicate excitement about the information by making eye contact with students, using hand gestures, moving around the room, and smiling. These actions should be used with discretion, as overuse can diminish their effectiveness.
 - d) Pause time—teacher pauses at key points during the presentation of new content to give students time to think about information and signal that it is important.
 - e) Teacher tells students to get ready for some important information.
7. When a teacher makes a distinction between critical-input experiences and other types of activities, he/she is helping students build a strong foundation of knowledge that will enable them to meet the learning goal.

Domain 2: Instruction

Focus 3: Interaction with New Knowledge

Element 16

The teacher uses cooperative learning strategies to implement effective small groups.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher has established routines for student grouping and student interaction in groups.
- Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to 5
 - Think-pair-share
- Students demonstrate appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher organizes students into groups using cooperative learning strategies in order to facilitate the procession of knowledge.	The teacher organizes students into groups using cooperative learning strategies in order to facilitate the procession of new knowledge and monitors for evidence of group processing by the students.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into groups using cooperative learning strategies in order to facilitate the procession of new knowledge?	In addition to organizing students into groups using cooperative learning strategies in order to facilitate the procession of new knowledge how can you monitor group processes?	How might you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are being met?	What are you learning about your students as you deliberately plan for their unique needs and monitor, adapt, accommodate or modify instruction in your lesson?

QUICK SHEET FOR ELEMENT 16

ELEMENT 16: The teacher uses cooperative learning strategies to implement effective small groups.

Expectation: The teacher organizes students into groups using cooperative learning strategies in order to facilitate the processing of new knowledge and monitors for evidence of group processing by the students.

1. The teacher should be prepared to organize students into groups of 2-5 (four is the optimum number) that will enhance the processing of new information.
2. The following are operating rules that can be used:
 - a) Respect the opinion of others
 - b) Add your perspective to the discussion
 - c) Make sure you understand what other people have said
 - d) Ask questions if you don't understand something
 - e) Answer questions other group members ask you about your ideas
3. At the beginning of the school year, these rules can be modeled for students so the entire class has a common understanding of what is expected when groups are processing information. Teachers could also have students practice following these rules prior to actually having groups meet.
4. When used in the manner described in this element, the purpose of cooperative learning is to facilitate understanding of new knowledge. The groups should focus on gaining a basic understanding of the new content that has been presented; they should also be able to recall and reproduce the knowledge.
5. It is the teacher's job to monitor the extent to which students use the group rules and how well the group processing helps them gain a better understanding of the new knowledge which has been presented.
6. For more information on using cooperative learning effectively, please refer to the article "Making Cooperative Learning Successful" by Robert Slavin that can be found in the Leon LEADS handbook.

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 17

The teacher chunks new information into small amounts and actively engages groups of students in procession the chunks of new information.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher stops at strategic points in a verbal presentation, video, demonstration, reading
- Students appear to know what is expected of them when the teacher stops at strategic points
- Teacher employs formal group procession strategies
 - Jigsaw
 - Reciprocal teaching
 - Concept attainment
- Teacher engages students in summarizing, predicting, questioning and/or clarifying activities
- Student groups are actively discussing new information presented

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher breaks input experiences into appropriate small chunks, engages student groups in processing the new information.	The teacher breaks input experiences into appropriate small chunks, engages student groups in procession the new information and monitors the extent to which the activities enhance the students' understanding.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you break input experiences into appropriate small chunks and engage student groups into processing new information?	In addition to breaking input experiences into appropriate small chunks and engaging student groups into procession new information, how can you also monitor the extent to which the activities enhance the students' understanding?	How might you deliberately plan for unique student needs and during the lesson monitors, adapt, accommodate or modify instruction to meet the needs of all students?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?

QUICK SHEET FOR ELEMENT 17

Element 17: The teacher chunks new information into small amounts and actively engages groups of students in processing the chunks of new information.

Expectation: The teacher breaks input experiences into appropriate small chunks, engages student groups in processing the new information and monitors the extent to which the activities enhance the students' understanding.

1. The teacher identifies small pieces of information within a critical-input experience ahead of time so students don't choke on an overload of new content. There are no set rules regarding how large or small these chunks should be; the teacher is the only one who can make this determination.
2. In general, the more students know about the information being presented, the larger the chunks can be; the less students know, the smaller the chunks should be.
3. Some strategies to use when chunking:
 - a) When declarative knowledge (informational) is being presented, the teacher can stop at key points and have students summarize the information, clear up any existing confusion and predict what they might see in the next chunk.
 - b) When the learning experience involves procedural knowledge (skill, strategy, or process), students are allowed to attempt the skill presented in each chunk, confusions are cleared up and predictions regarding the next chunk are made.
 - c) A Kagan strategy for chunking is Listen Right! The teacher gives information in small chunks, stops, students write or draw important points, teacher reviews important points and students revise what they have written or celebrate.
 - d) Chunk and Chew or 10:2. For every ten minutes of teacher talk (instruction), students are given two minutes to process the new information. Again, the size of the chunk is determined by the teacher using his/her knowledge of the students.
 - e) The teachers must continuously monitor to assure that students "get" the information/skills presented as small chunks in class.
4. There are at least three formal instructional strategies that fit into this element because they all involve discussion, summarizing, prediction, and clearing up confusion (clarifying) within the context of group learning.
 - a) Jigsaw: Students are assigned to heterogeneous groups that are given a topic to learn about. Each student in each group is assigned a subtopic on which they are expected to become an expert. Students with the same "expert subtopic" from different teams meet in groups to discuss their topic. Their task is to become as knowledgeable as possible about the topic. They then return to their groups and teach the material to other students in their groups. Clarifying and predicting can easily be incorporated into this strategy.
 - b) Reciprocal Teaching: Small groups of students use this strategy to interact with new information. Before the teacher presents a chunk of new information, members of the group make predictions about the content. After the chunk has been presented, the discussion leader asks the group questions about the information presented and the group members discuss each question. After this discussion, someone from the group (not the discussion leader) summarizes the content presented so far, and group members make predictions about the upcoming chunk of content, beginning the cycle again. The role of discussion leader should rotate so each student has a turn.
 - c) Concept Attainment: The teacher presents a group of items to students, designating each item as an example or non-example of a "mystery concept." Students guess the concept by studying examples and non-examples. The teacher can also have students identify, compare and contrast examples and non-examples of a concept.

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 18

The teacher provides opportunities for students to record their understanding of new content in linguistic and/or non-linguistic ways.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Students are asked to summarize the information they have learned and summaries include critical content
- Students generate notes that identify critical content
- Students are asked to create non-linguistic presentations for new content:
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in activities that help them record their understanding of new content in linguistic and/or non-linguistic way.	The teacher engages students in activities that help them record their understanding of new content in linguistic and/or non-linguistic ways and monitors for the extent to which this enhances the students' understanding.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that help them record their understanding of new content in linguistic and/or non-linguistic way?	In addition to engaging students in activities that help them record their understanding of new content in linguistic and/or non-linguistic ways, how can you monitor the extent to which this enhances the students' understanding?	How might you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?

QUICK SHEET FOR ELEMENT 18

ELEMENT 18: The teacher provides opportunities for students to record their understanding of new content in linguistic and/or non-linguistic ways.

Expectation: The teacher engages students in activities that help them record their understanding of new content in linguistic and/or non-linguistic ways and monitors for the extent to which this enhances the students' understanding.

1. This element focuses on helping students store the new critical information that has been recently presented. This should take place after chunking and processing (individually and in small groups).
2. It is important that students understand the activities they are asked to do in class have a purpose and relate back to the learning goal. By reviewing students' linguistic and nonlinguistic representations, the teacher can determine if students recognize and understand the critical content that has been presented within the lesson. Students should be able to explain the main points of the lesson.
3. As life-long learners, we have had years of practice refining this element. Most adults know what representations (notes, pictures, graphic organizers, etc.) help them learn and store new knowledge. This is what we want for our students as well. The idea for younger students is to teach them various ways to gather and record information; as they move through their academic careers, they will be able to select the organizer or strategy that works best for them.
4. Some strategies that can be used are:
 - a. Summarizing the information learned
 - b. Generating notes about the critical information (it is recommended that students not try to take notes while new information is being presented in small chunks; they should be allowed to concentrate on understanding it. After processing, they can turn their attention to taking notes.)
 - c. Mnemonics that organize the content: link strategy, rhyming pegword method
 - d. Nonlinguistic representations: graphic organizers, pictures, flow charts, pictographs
 - e. Academic notebooks: students organize their notes to provide a permanent record of their thinking and make corrections to their thinking as they review previous entries.
 - f. Dramatic enactments
5. Some of our current curricula make extensive use of graphic organizers and other methods of representing content. It is, suggested, that teachers study these carefully to determine if use of these would be beneficial for their students.

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 19

The teacher engages students in activities that require elaborative inferences.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher asks questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences
- Students provide explanations and/or “proofs” for inferences.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in answering inferential questions.	The teacher engages students in answering inferential question and monitors the extent to which the students elaborate on what was explicitly taught.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all student are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in answering inferential questions?	In addition to engaging students in answering inferential questions how can you monitor the extent to which the students elaborate on what was explicitly taught?	How might you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?

QUICK SHEET FOR ELEMENT 19

ELEMENT 19: The teacher engages students in activities that require elaborative inferences.

Expectation: The teacher engages students in answering inferential questions and monitors the extent to which the students elaborate on what was explicitly taught. It involves asking students to go beyond what was presented in a critical-input experience.

1. Infer means to conclude from evidence or derive by reasoning. There are two broad categories of questions that are used to have students infer.
 - a. General Inferential Questions:
 - i. Default—this type of question requires students to use (default to) their background knowledge to fill in what was not explicitly taught
 - ii. Reasoned Inference—this type of question requires students to use what they have learned in the input experience and generate conclusions about the information presented. These conclusions should be supported by what has been learned, not default information from students' backgrounds.
 - b. Elaborative Interrogations—this type of questioning is used when teachers are trying to make explicit the thinking the student is using to generate his/her answer. After a student answers a question, the teacher probes the answer by asking questions such as these:
 - i. Why do you think this is true?
 - ii. What are some typical characteristics you would expect of _____?
 - iii. What would you expect to happen if _____?
 - iv. How did you come to this conclusion?
 - v. What would happen if part of the problem/story changed?

Such questions assist students in: providing evidence for their conclusions, making generalizations about specific categories, making if/then generalizations about the content. All of these are necessary to master the Florida State Standards.

3. Elaborative interrogation can be useful in understanding and remembering information. To use it in this way, the student would take the fact (information) and turn it into a why question. The student would think about the why question and generate an answer. This high-processing strategy helps students understand and remember information and make inferences about it.
4. Designing elaborative interrogations should be part of the unit planning process. This strategy generates analytical thinkers and **MUST** be a part of unit plans.

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 20

The teacher engages student s in activities that help them reflect on the learning process, their learning and effort.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- 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 asks students to state or record what helped them learn

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in reflecting on their own learning and the learning process.	The teacher engages students in reflecting on their own learning and the learning process and monitors for the extent to which the students self-assess their understanding and effort.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in reflecting on their own learning and the learning process?	In addition to engaging students in reflecting on their own learning and the learning process how can you monitor for the extent to which the students self-assess their understanding and effort?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?

QUICK SHEET FOR ELEMENT 20

ELEMENT 20: The teacher engages students in activities that help them reflect on the learning process, their learning and their effort.

EXPECTATION: The teacher engages students in reflecting on their own learning and the learning process and monitors for the extent to which the students self-assess their understanding and effort.

1. Reflecting is the final step in helping students actively process critical information. During reflection, students are asked to self-monitor and self-regulate as they continually examine how well they comprehend what they are learning and why they are learning it. This helps students store new material in their brains. Reflection will allow students to engage in an effective review next time the same information is discussed in class.
2. Ending a class with “clean up, pack up” does not give students a final opportunity to process and store critical information! An effective reflection today leads to an effective review tomorrow.
3. Reflection gives students the opportunity to think about their learning and how they can become better learners.
4. During a reflection, a teacher would ask students one of the following questions that best fits the assigned activity:
 - What were you right and/or wrong about?
 - How confident are you about what you’ve learned today?
 - What do you have questions about?
 - What did you do well and what could you have done better in this experience?
5. What did you do well and what could you have done better in this experience?
6. Some strategies for engaging students in reflecting on their learning:
 - Reflective journals: students respond to reflective questions in part of their academic notebooks
 - Think logs: students reflect on a specific cognitive skill emphasized during a lesson
 - Exit slips: students respond to reflective questions before leaving class and turn in slips to teacher
 - Knowledge comparison: students compare current levels of knowledge on a topic to their previous levels of knowledge?

Domain 2: Instruction

Focus 4: Deepening and Practicing New Knowledge

Element 21

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

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher provides specific strategies to review information:
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise
 - Summarize
- Students can recall the previous content on which the new lesson is based
- Student responses to class activities indicate they can describe the previous content

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in a brief review of content that highlights the critical information.	The teacher engages students in a brief review of content that highlights the critical information and monitors for the extent to which the students can recall and describe previous content.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
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 critical information?	In addition to the teacher engaging students in a brief review of content that highlights the critical information, how can you monitor for the extent to which the students can recall and describe previous content?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?

QUICK SHEET FOR ELEMENT 21

ELEMENT 21: The teacher engages students in a brief review of content that highlights the critical information.

EXPECTATION: The teacher engages students in a brief review of content that highlights the critical information and monitors for the extent to which the students can **recall** and **describe** previous content.

1. Four components of an effective review:
 - All students are involved
 - Brief
 - Critical information from previous lesson
 - Describe/recall previous content
2. Reviewing content is a high-frequency scenario in classrooms. Making the shift from teachers reviewing the content to students reviewing the content is significant.
3. Having students recall and describe previous content gives them practice in retrieving information previously stored in their memories. Students must practice reviewing a lot; what is the ultimate retrieval they will be asked to do?
4. Some strategies that do NOT provide an effective review:
 - The Skip
 - The Tell
 - The “Who remembers....? Ask one, teacher takes over
5. Some strategies to provide an effective review:
 - Cloze activities—ask students to fill in missing pieces
 - Summaries—students write a quick summary or teacher presents a summary and asks students to critique it
 - Presented problems—give students a problem that requires them to use previously learned knowledge
 - Demonstration—students must use previously learned knowledge in order to demonstrate a skill or procedure
 - Brief practice test or exercise
 - Questioning that requires students to recall, recognize or apply previously learned information
 - An entrance (not exit!) card for the beginning of class.
 - Think- Pair-Share with the teacher monitoring what is being discussed in the small groups.

Domain 2: Instruction

Focus 4: Deepening and Practicing New Knowledge

Element 22

The teacher uses the cooperative learning process and strategies to help students practice and deepen knowledge.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher organizes students into groups in order for them to engage in cognitively complex activities that deepen their knowledge of content
- Teacher organizes students into groups in order for them to practice a skill, strategy, or process
- Students interact in ways that will deepen their knowledge:
 - Asking each other questions
 - Obtaining feedback from their peers
 - Sharing/explaining critical information

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher organizes students into groups to practice and deepen their knowledge.	The teacher organizes students into groups to practice and deepen their knowledge and monitors for the extent to which the group work extends the students' learning.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to meet the needs of all students.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into groups to practice and deepen their knowledge?	In addition to organizing students into groups to practice and deepen their knowledge how can you monitor for the extent to which the group work extends the students' learning?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?

QUICK SHEET FOR ELEMENT 22

ELEMENT 22: the teacher uses the cooperative learning process and strategies to help students practice and deepen knowledge.

Expectation: the teacher organizes student into groups to practice and deepen their knowledge and monitors for the extent to which the group work extends the students' learning.

1. The operating rules for these groups are the same as listed in Element 16:
 - Respect the opinion of others
 - Add your perspective to the discussion
 - Make sure you understand what other people have said
 - Ask questions if you don't understand something
 - Answer questions other group members ask you about your ideas
2. In this element, students are expected to work cooperatively to deepen and/or practice knowledge. Therefore, the tasks they are asked to do are more complex than those in Element 16. Elements 23 (similarities/differences), 24 (examining own reasoning/logic), and 25 (practice that develops confidence and competency) are examples of what these cooperative groups should be doing because these activities are more cognitively complex than when the content was first introduced. Done correctly, this cooperative learning should lead to lots of A-HAs from students!
3. In this element, the teacher monitors for use of group processes AND for the extent to which students are learning the curriculum.
4. In his article, "Making Cooperative Learning Powerful", Robert Slavin suggests five strategies teachers can use to ensure that learning takes place during this collaboration.
 - Form interdependent groups
 - Set group goals
 - Ensure individual accountability
 - Teacher communication and problem-solving skills
 - Integrate cooperative learning with other structures.
5. It is important to remember that the teacher must consistently monitor cooperative learning in the classroom or it will lose its effectiveness.
6. Cooperative learning strategies are effective for both declarative and procedural learning goals.

Domain 2: Instruction

Focus 4: Deepening and Practicing New Knowledge

Element 23

The teacher helps students deepen knowledge by examining similarities and differences in informational content.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher engages students in activities that require students to examine similarities and differences between content:
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
 - Venn diagrams
- Student artifacts indicate their knowledge has been extended as a result of the activity
- Student artifacts indicate they can identify similarities and differences
- Student can summarize what they have learned from the activity

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in activities that require them to examine similarities and differences in informational content	The teacher engages students in activities that require them to examine similarities and differences in informational content, and monitors for the extent to which the students are deepening their knowledge.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
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 in informational content?	In addition to engaging students in activities that require them to examine similarities and differences in informational content, how can you monitor for the extent to which the students are deepening their knowledge?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?

QUICK SHEET FOR ELEMENT 23

ELEMENT 23: The teacher helps students deepen knowledge by examining similarities and differences in informational content.

EXPECTATION: The teacher engages students in activities that require them to examine similarities and differences in informational content, and monitors for the extent to which the students are deepening their knowledge.

1. There are four tasks that focus on identifying similarities and differences.

- **Comparing**--the process of identifying similarities and differences between things or ideas. This can be done by using:
 - Sentence stem comparisons
 - Venn diagrams
 - Double bubble diagrams
 - Comparison matrices
- **Classifying**—the process of grouping things that are alike into categories based on their characteristics.
- **Creating metaphors/similes**—the process of identifying a general pattern that connects information not related on the literal or surface level. Students should be able to explain why their metaphors/similes are appropriate.
- **Creating analogies**—the process of identifying the relationship between two sets of items. This can be done using sentence stems (Item 1 is to Item 2 as Item 3 is to Item 4) or visual organizers.

Examples of these tasks can be found in the Leon LEADS Handbook.

3. It is important to remember that examining similarities and differences is best used when the content being presented to students is informational or declarative. In other words, when the learning goal is declarative in nature.

Domain 2: Instruction

Focus 4: Deepening and Practicing New Knowledge

Element 24

The teacher helps students deepen knowledge by examining their own reasoning or logic.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher asks students to examine information for errors or fallacies:
 - Faulty logic
 - Attacks
 - Weak references
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim:
 - Statement of clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim
- Student artifacts indicate they can identify errors in reasoning

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in activities that require them to examine their own reasoning or logic of the informational content as presented to them.	The teacher engages students in activities that require them to examine their own reasoning or the logic of the informational content as presented to them and monitors the extent to which the students are deepening their knowledge.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
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 their own reasoning or the logic of the informational content as presented to them?	In addition to engaging students in activities that require them to examine their own reasoning or the logic of the informational content as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?

QUICK SHEET FOR ELEMENT 24

ELEMENT 24: The teacher helps students deepen knowledge by examining their own reasoning or logic.

EXPECTATION: The teacher engages students in activities that require them to examine their own reasoning or the logic of the informational content as presented to them and monitors the extent to which the students are deepening their knowledge.

1. If our goal is to help students develop an understanding of declarative content, they must be able to analyze errors in their own and others' reasoning or logic.
2. Marzano lists four categories of common errors in thinking and states these errors must be directly taught to students in order for them to have the appropriate tools to analyze information.
3. The four categories of common errors are:
 - a) Errors of Faulty Logic
 - i. Contradiction--presenting conflicting information
 - ii. Accident--failing to recognize that an argument is based on an exception to a rule
 - iii. False cause--confusing a time order of event with causality or oversimplifying the reason behind some occurrence
 - iv. Begging the question--making a claim and then arguing for the claim by using statements that are simply the equivalent of the original claim
 - v. Evading the issue--changing the topic to avoid addressing the issue
 - vi. Arguing from ignorance--arguing that a claim is justified simply because its opposite has not been proven true
 - vii. Composition/division--asserting something about a whole that is true only of its parts is composition; division is asserting about all of the parts something that is generally, but not always, true of the whole
 - b) Errors of Attacks
 - i. Poisoning the well--being so completely committed to a position that you explain away absolutely everything that is offered in opposition to your position,
 - ii. Arguing against the person--rejecting a claim using derogatory facts (real or alleged) about the person who is making the claim
 - iii. Appealing to force--using threats to establish the validity of a claim
 - c) Errors of Weak References
 - i. Sources that reflect biases--consistently accepting information that supports what we already believe to be true or consistently rejecting information that goes against what we believe to be true
 - ii. Sources that lack credibility--using a source that is not reputable for a given topic
 - iii. Appealing to authority--invoking authority as the last word on an issue
 - iv. Appealing to the people--attempting to justify a claim based on its popularity
 - v. Appealing to emotion---using a "sob story" as proof for a claim
 - d) Misinformation
 - i. Confusing the fact---using information that seems to be factual but that has been changed in such a way that it is no longer accurate
 - ii. Misapplying a concept or generalization--wrongly accepting a concept or generalization to support a claim
4. After teaching these common errors to students, the teacher can provide them with practice activities focused on identifying them in real world situations.
5. This instructional strategy is most effective when the learning goal is declarative as students are analyzing the information that has been presented.

Domain 2: Instruction

Focus 4: Deepening and Practicing New Knowledge

Element 25

The teacher engages students in practice activities that help them develop competence and confidence with procedural knowledge (skill, strategy or process).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher engages students in massed or distributed practice activities as appropriate
- Teacher engages students in guided or independent practice activities as appropriate
- Students perform the skill, strategy or process with increased competence
- Students perform the skill, strategy or process with increased confidence

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	When knowledge is procedural, the teacher engages students in practice activities.	When knowledge is procedural, the teacher engages students in practice activities and monitors the extent to which the practice is increasing students' competence.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure the needs of all students are met?

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	When knowledge is procedural, how can you engage students in practice activities?	In addition to engaging students in practice activities with procedural knowledge, how can you monitor the extent to which the practice is increasing students' competence?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?

QUICK SHEET FOR ELEMENT 25

ELEMENT 25: The teacher engages students in practice activities that help them develop competence and confidence with procedural knowledge (skill, strategy, or process).

EXPECTATION: When knowledge is procedural, the teacher engages students in practice activities and monitors the extent to which the practice is increasing students' competence.

1. For procedural knowledge to develop, it must be practiced. Therefore, when the learning goal deals with procedural knowledge, the teacher must plan high quality practice for the students.
2. Vocabulary associated with practice:
 - a) Massed—the entire skill, strategy, process is taught at once (cramming) over a short period of time
 - b) Distributed—practice is done over time, it begins highly structured then moves to more varied examples with the teacher providing guidance
 - c) Interval—the time between practices. These should be closer together at the beginning of the learning, then further and further apart as students develop their knowledge. The length of the intervals should be adjusted to account for student fatigue.
 - d) Structured—practice tasks are designed to maximize student success. This often means that the practice sessions focus on a small part of the overall process, skill, strategy and are teacher-led. (I do)
 - e) Guided—students continue to practice but work more independently while the teacher provides guidance in the use of the skill, strategy, process. (We do)
 - f) Independent—the students practice on their own (You do)
 - g) Varied—students have the opportunity to practice the skill in a variety of situations, some of which are more challenging
 - h) Fluency—the degree to which students can perform the skill quickly and accurately.
3. Three characteristics of effective practice:
 - a) Initially provide structured practice sessions spaced close together
 - b) Provide practice sessions that are gradually less structured and more varied
 - c) When appropriate, provide practice sessions that help develop fluency
4. Students must be given quality feedback on how/what they are practicing; this is why structured and guided practices are so important. It is during these steps that the teacher must carefully monitor what students are doing and help them improve on the skill/process. Practice without feedback is not effective. Remember, practice makes permanent so it is important for students to learn the skill correctly the first time!
5. Students should understand that practice activities relate back to the goal; in other words, the activities will help them solidify or enhance their status on the rubric/learning goal.

Domain 2: Instruction

Focus 4: Deepening and Practicing Knowledge

Element 26

The teacher provides opportunities for independent practice at home.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- ☐ Teacher communicates a clear purpose for the practice assignment
- ☐ Teacher assigns a well-crafted practice activity that allows students to practice and deepen their knowledge independently
- ☐ Students can describe how the assignment will deepen their understanding or help them practice a skill, strategy, or process
- ☐ Students demonstrate an understanding of the purpose of the practice activity

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	When appropriate (as opposed to routinely), the teacher assigns independent practice at home that is designed to deepen knowledge of informational content or practice a skill, strategy, or process.	When appropriate (as opposed to routinely) the teacher assigns independent practice at home that is designed to deepen knowledge of information content or practice a skill, strategy or process and monitors for the extent to which the students understand the practice and why they are doing it.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you when appropriate, (as opposed to routinely), assign independent practice at home that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	In addition to assigning independent practice at home that is designed to deepen knowledge of informational content or practice a skill, strategy, or process how can you monitor for the extent to which the students understand the practice and why they are doing it?	How can you deliberately plan for unique student needs and during the activity monitor, adapt, accommodate or modify the assignment to ensure that the needs of all students are met?	What are you learning about your students as you deliberately plan for unique student needs and during the activity monitor, adapt, accommodate or modify the assignment to ensure that the needs of all students are met?

QUICK SHEET FOR ELEMENT 26

ELEMENT 26: The teacher provides opportunities for independent practice at home.

EXPECTATION: when appropriate (as opposed to routinely), the teacher assigns independent practice at home that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, and monitors the extent to which the students understand the practice and why they are doing it.

1. Marzano recommends three general types of homework:
 - a. Preview—this is used to introduce new content to students. Typically, the teacher asks students to read a passage or review media that introduces a new concept or idea that will be studied later in class. Parents can assist with this by asking their student to summarize what they have read or what they have learned as a result of the assignment.
 - b. Deepen knowledge—this is used to help students compare, contrast or classify specific aspects of the content. The teacher must ensure that students have appropriate resources and a strong understanding of the concept with which they are working. Parents can assist with this by asking their student questions (specified by the teacher) before and/or after the assignment is completed.
 - c. Practice of a process or skill—this is used to help students increase their fluency, speed and accuracy with a specific process or skill. This should not be assigned until students have demonstrated the ability to independently perform the process or skill in class. Parents can assist with this by helping students keep track of their accuracy and speed.
2. It is important to remember that parents should act as supporters, not teachers, when assisting with homework and clearly understand what is expected of them. This means that parents/guardians should be provided with guidelines about the most appropriate way to assist with homework.
3. Students must understand the purpose of the assigned homework. Assignments should be directly tied to the learning goals of the unit of instruction.
4. Homework should be designed so that students can perform it independently; it is meant to be done by students without teacher supervision. Homework that cannot be done independently is not appropriate.
5. Independent practice at home can be used with declarative and procedural learning goals.

Domain 2: Instruction

Focus 4: Deepening and Practicing Knowledge

Element 27

The teacher engages students in examining how the current lesson changed their perception and understanding of previous content.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understanding of previous content
- Teacher has students explain verbally or in writing how their understanding has changed
- Students can explain previous errors or misconceptions they had about content

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in a revision of previous content.	The teacher engages students in a revision of previous content and monitors for the extent to which these revisions deepen students' understanding.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in a revision of previous content?	In addition to engaging students in a revision of previous content how can you monitor the extent to which these revisions deepen students' understanding?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to meet the needs of all students?

QUICK SHEET FOR ELEMENT 27

ELEMENT 27: The teacher engages students in examining how the current lesson changed their perception and understanding of previous content.

1. Expectation: The teacher engages students in a revision of previous content and monitors for the extent to which these revisions deepen students' understanding.
2. Teachers who use rubrics/learning goals, feedback, and recognition of student progress effectively provide many more opportunities for revision. This is because revision should refer back to the learning goal and emphasize how students' understanding of the content has changed.
3. Revision of knowledge is NOT episodic (example—correcting one problem) but systemic; it is macro not micro. When students are asked about revising their knowledge, emphasis should be on identifying those things about which they were initially accurate and those about which they were inaccurate initially. In other words, how has their thinking changed about the specific content?
4. Some revision strategies include:
 - a. Academic notebooks—students maintain academic notebooks in which they make entries after certain classroom activities. Over the course of a unit, the students re-examine their notebooks to determine what they were correct about initially and what knowledge they have revised based on the instruction they have received.
 - b. Peer feedback—students trade academic notebooks and respond in writing to each other's entries.
 - c. Assignment revision—students are given the opportunity to revise their assignments considering the feedback given and resubmit them to try to get a higher score.
5. This element is closely related to Element 20 (reflecting on learning) but it is done on a much broader scale and covers more academic content.
6. This strategy can be used with either declarative or procedural learning goals.

Domain 2: Instruction

Focus 5: Applying Learned Knowledge

Element 28

The teacher engages groups of students in activities to facilitate student work on complex tasks.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher has established routines for student grouping and student interaction when students are working collaboratively on complex tasks.
- Teacher organizes students into ad hoc groups for the task.
- Students demonstrate appropriate behavior in groups:
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions
- Students use group activities to help them complete cognitively complex tasks.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher organizes students into groups using cooperative learning strategies in order to facilitate working on cognitively complex tasks.	The teacher organizes students into groups using cooperative learning strategies in order to facilitate working on cognitively complex tasks and monitors for evidence of group processing and learning for students.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into groups using cooperative learning strategies in order to facilitate working on cognitively complex tasks?	In addition to organizing students into groups using cooperative learning strategies in order to facilitate working on cognitively complex tasks, how can you monitor for evidence of group processing by students?	How might you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are met?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor adapt, accommodate or modify instruction to ensure that the needs of all students are being met?

QUICK SHEET FOR ELEMENT 28

ELEMENT 28: The teacher engages groups of students in activities to facilitate student work on complex tasks.

1. Expectation: the teacher organizes students into groups using cooperative learning strategies in order to facilitate working on cognitively complex tasks and monitors for evidence of group processing and learning by the students.
2. In this element, we are moving towards project-based learning. Students are prompted to create their own cognitively complex tasks based on the new knowledge that has been presented.
3. In addition to the group processing rules and cooperative learning strategies in Elements 16 and 22, the teacher uses these guidelines for cooperative learning during cognitively complex tasks:
 - a. Design structures for group and individual accountability
 - b. Provide ongoing coaching of students' interpersonal and group skills
 - c. Specify clear roles and responsibilities for all group members and rotate these
 - d. Use a variety of grouping criteria, structures and sizes.
4. The purpose of these cooperative learning experiences is to have students apply the knowledge they have learned to authentic tasks. These might include, but are not limited to, experimental inquiry, problem-solving, decision-making, investigative tasks and personal writings.
5. Regardless of the authentic task the students are engaged in, they should all be asked to reflect on their learning as they complete the task. The teacher might ask, "How has this task (project) enhanced your achievement of the unit learning goal?"

Domain 2: Instruction

Focus 5: Applying Learned Knowledge

Element 29

The teacher facilitates students making decisions, solving problems, investigating, engaging in experimental inquiry, and/or authoring personal writings.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Teacher engages students with explicit tasks that are cognitively complex and require higher-level thinking:
 - Decision making
 - Problem solving
 - Experimental inquiry
 - Critical investigations
 - Personal writing
- Teacher facilitates students generating their own explicit tasks that are cognitively complex and require higher-level thinking

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher uses the strategy incorrectly or with parts missing.	The teacher engages students in cognitively complex tasks (decision making, problem solving, experimental inquiry, critical investigations, and personal writings).	The teacher engages students in cognitively complex tasks (decision making, problem solving, experimental inquiry, critical investigations, and personal writings) and monitors for evidence of the extent to which the students are using higher level thinking to perform complex tasks.	The teacher deliberately plans for unique student needs and during the lesson monitors, adapts, accommodates or modifies instruction to ensure that the needs of all students are being met.

Reflection Questions

Not Using	Beginning	Developing	Effective	Highly Effective
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in cognitively complex tasks (decision making, problem solving, experimental inquiry, critical investigations and personal writings)?	In addition to engaging students in cognitively complex tasks (decision making, problem solving, experimental inquiry, critical investigations, and personal writings), how can you monitor for the extent to which students are using higher level thinking to perform complex tasks?	How can you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are being met?	What are you learning about your students as you deliberately plan for unique student needs and during the lesson monitor, adapt, accommodate or modify instruction to ensure that the needs of all students are being met?

QUICK SHEET FOR ELEMENT 29

ELEMENT 29: The teacher facilitates students making decisions, solving problems, investigating, engaging in experimental inquiry, and/or authoring personal writings.

1. Expectation: The teacher engages students in cognitively complex tasks (decision-making, problem solving, experimental inquiry, critical investigations, and personal writings) and monitors the extent to which the students are using higher-level thinking to perform these tasks.
2. This element is found in Focus Area 5 which follows Focus Area 3 (interacting with new knowledge) and Focus Area 4 (deepening knowledge) because for students to have a true understanding of the knowledge that has been taught, they must be able to use it in a meaningful way. Therefore, students are asked to take the new information they have deep knowledge of and apply it in real world situations they might encounter in their daily lives.
3. Lessons that involve making and testing predictions are student-directed. They require students to apply what has been learned in order to extend their thinking on a given topic.
4. Students are asked to make predictions then use tasks that enable them to determine if their predictions are correct. These tasks include:
 - A. Making decisions—students are asked to predict which of the given alternatives will be the best then judge them using predetermined criteria
 - B. Problem-solving—students use their knowledge to generate and test their solutions to a problem. They compare this to what actually happened and explain the results.
 - C. Investigation—the process of making and testing predictions about past, present or future events by conducting research.
 - D. Experimental inquiry—students first make a prediction about a topic then design a way to test that prediction. The student's original prediction is compared to the data collected and analyzed.
 - E. Personal writings--these should explain the student's predictions, an explanation of the tasks used and a summary of the results. The student should cite evidence data collected and/or research that was conducted. Did the student revise his/her thinking after engaging in one or more of these cognitively complex tasks? In other words, students engage in the complex tasks AND explain what they learned AND if what they learned supported their prediction.
5. In this element, students are learning to make claims and support them with evidence.

Domain 3: Reflection and Revision

Element 30

The teacher/team uses data analysis to make instructional decisions.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher/team uses data to explain the strengths and weaknesses of specific lessons/units.
- The teacher explains how data was used to the making of instructional decisions.
- The teacher differentiates instruction based on data.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher/team.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	Through the use of data the teacher determines how effective a lesson/unit was in enhancing student achievement but does not use the analysis when making instructional decisions.	Through the use of data, the teacher determines how effective a lesson/unit was in enhancing student achievement. This analysis is used when making instructional decisions and differentiating instruction.	The teacher is a leader in using data analysis to make instructional decisions, maintains artifacts of their data/decisions and helps other with this activity.

QUICK SHEET FOR ELEMENT 30

ELEMENT 30: The teacher/team will use data analysis to make instructional decisions.

1. Expectation: through the use of data, the teacher (team) determines how effective a lesson/unit was in enhancing student achievement. This analysis is used when making instructional decisions and differentiating instruction.
2. The process should incorporate three steps:
 - Collecting and preparing a variety of data about student achievement
 - Interpreting data and developing hypotheses about how to improve student learning based on an informal root cause analysis.
 - Modifying instruction to test hypotheses and increase student learning
3. Collaborative discussion sessions among teachers about data use and student achievement are helpful with this element.
4. A variety data sources should be used and analyzed.
5. Effective data practices are interdependent among the classroom, school, and district levels.

Domain 3: Reflection and Revision

Element 31

The teacher determines the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher gathers evidence of the effect of specific classroom strategies and behaviors on specific subgroups of students and can explain their differential effects.
- The teacher provides an analysis of specific causes of student success or difficulty

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher attempts to identify needs of subgroups and identify and implement accommodations, modifications and adaptations but does not actually complete or follow through with these attempts.	The teacher identifies needs of students in subgroups, identifies and implements accommodations, modifications and adaptations but does not monitor the extent to which the strategies are effective for the majority of students.	The teacher identifies the needs of students in subgroups, identifies and implements the accommodations, modifications and adaptations that are needed to meet these needs and monitors the extent to which the strategies are effective for the majority of students.	The teacher is a leader in planning for, implementing and evaluating strategies for subgroups and assists others with the task.

QUICK SHEET FOR ELEMENT 31

ELEMENT 31: The teacher/team will determine the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low expectancy/high risk students who lack support for schooling).

1. Expectation: the teacher (team) identifies the needs of students in subgroups, identifies and implements the accommodations, modifications and adaptations that are needed to meet these needs and monitors the extent to which the strategies are effective for the majority of students.
2. The process is similar to any data analysis but the focus is narrowed to the success of strategies and achievement within specific subgroups.
3. Collaborative discussion sessions among teachers about data use and student achievement are helpful with this element.
4. A variety of sources of data should be used.
5. The needs of subgroups should be addressed in the planning stage and analyzed after instruction. Effective intervention is more effective than remediation.
6. Effective data practices are interdependent among the classroom, school, and district levels

Domain 3: Reflection and Revision

Element 32

The teacher identifies specific strategies and behaviors from Domain 2 (instruction) on which to improve and develops a written Deliberate Practice Plan (DPP).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 2.
- The teacher identifies and keeps track of specific areas of strengths and weaknesses within Domain 2.
- The teacher constructs a DPP that outlines measurable goals, action steps, timelines and appropriate resources.
- The teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (student data, student work, peer, self and observer feedback).

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	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 within Domain 2 on which to improve does not select those that are most useful for his/her development/the teacher develops a written DPP but does not chart progress or make needed modifications.	The teacher identifies specific strategies and behaviors within Domain 2 on which to improve that will be most useful for his/her development and develops a written DPP with clear measureable goals, charts progress using established timelines, and makes modifications as needed.	The teacher is a leader in identifying specific strategies and behaviors from Domain 2 on which to improve and helps other with this activity.

QUICK SHEET FOR ELEMENT 32

ELEMENT 32: The teacher will identify specific strategies and behaviors from Domain 2 on which to improve and develop a written Deliberate Practice Plan.

1. **Expectation:** The teacher identifies specific strategies and behaviors within Domain 2 on which to improve that will be most useful for his/her development and develops a written DPP Plan with clear measureable goals, charts progress using established timelines, and makes modifications as needed.
2. The strategies should be identified based on prior feedback from administrators and an analysis of student achievement.
3. All parts of the required plan need to be complete and comprehensive.
4. The progress toward meeting the measureable goals identified should be monitored throughout the year, but specifically at the mid-point.

Domain 3: Reflection and Revision

Element 33

The teacher demonstrates a professional growth mindset. (actively seeks input, open to feedback, shares expertise).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher actively seeks input in Professional Learning Community meetings
- The teacher actively seeks input from appropriate school personnel to address issues that impact instruction
- The teacher is open to feedback from administrators and peers.
- The teacher shares expertise and new ideas with colleagues to enhance student learning.
- The teacher can explain how the input and feedback has helped him/her improve their instruction.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks specific input and feedback but does not use it to improve his/her professional performance.	The teacher seeks and uses specific input and feedback that improves his/her professional performance.	The teacher is a leader in demonstrating a professional growth mindset and helps others with this task.

QUICK SHEET FOR ELEMENT 33

ELEMENT 33: The teacher demonstrates a professional growth mindset.

1. Expectation: the teacher seeks and uses specific input and feedback that improve his/her professional performance.
2. The concept of a growth mindset was developed by Carol Dweck. In a fixed mindset, people believe their basic qualities are fixed traits and that talent alone (without effort) creates success. “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work. This view creates a love of learning and a resilience that is essential for great accomplishment.” This is in direct contrast to people with a fixed mindset who spend their time and energy documenting their intelligence or talent instead of developing them.
3. In their book, *Professional Learning Communities at Work*, DuFour and Eaker tell us “If we really want to improve our schools, our work, and the education of our students, we can do so by adopting a new mindset—for everyone—that would include:
 - a. Being humble enough to accept that there are things about ourselves and our practices that can improve
 - b. Becoming part of professional teams that value constructive critique instead of criticism
 - c. Treating setbacks as formative struggles within the learning process instead of summative failures”

Too often change initiatives in schools are considered “a task to complete rather than an ongoing process.”

4. Having a professional growth mindset leads to seeking and using feedback from colleagues in order to become a better educator.
5. Former UCLA basketball coach John Wooden was a growth-mindset person who lived by this rule: “You have to apply yourself each day to becoming a little better. By applying yourself to the task of becoming a little better each and every day over a period of time, you will become a *lot* better.”

Domain 4: Professional Responsibilities

Element 34

The teacher implements and consistently adheres to the school and district rules/procedures.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- 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, attendance).
- The teacher fulfills responsibilities in a timely manner.
- The teacher understands legal issues related to students and families and adheres to policies and regulations.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of district and school rules and procedures but does not consistently implement or adhere to all of these rules and procedures.	The teacher implements and consistently adheres to the school and district rules and procedures.	The teacher is a leader in implementing and adhering to school and district rules/procedures and assists others with this task.

QUICK SHEET FOR ELEMENT 34

ELEMENT 34: The teacher implements and consistently adheres to the school and district rules and procedures.

1. Expectation: The teacher implements and consistently adheres to the school and district rules and procedures.
2. It is important to remember that administrators cannot give a Not Using or Beginning rating in an evaluative observation unless and until the procedures in Steps 1 and 2 in the LEADS Non-Compliance Procedures for Domain Four document (see attached) have been implemented.
3. Administrators should conduct non-evaluative observations via the TNL Evaluation Connect platform; this will serve as documentation that a rule or procedure has not been followed.
- 4. However, if, as a result of the teacher not following rules and procedures, there is compromised student safety or financial loss, a lower rating may be given without completing Steps 1 and 2 in the LEADS Non- Compliance Procedures for Domain Four document. See Appendix C**
5. Any time an administrator gives a rating of Developing or lower on this element, the observation should include comments explaining the rating.
6. At the end of the school year, teachers will be asked to document how they have implemented school and district rules and procedures.
7. All of Domain Four provides administrators with an opportunity to recognize teachers who demonstrate these elements on a regular basis.

Domain 4: Professional Responsibilities

Element 35

The teacher knows the district and school initiatives and participates accordingly.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The teacher participates in school activities and events as appropriate to support students and families.
- The teacher serves on school and district committees.
- The teacher participates in professional learning opportunities.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher/team.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district's and school's initiatives but does not participate in them accordingly.	The teacher is aware of the district's and school's initiatives and participates in them accordingly.	The teacher is a leader in knowing and participating in district and school initiatives and assists others with this task.

QUICK SHEET FOR ELEMENT 35

ELEMENT 35: The teacher knows the district and school initiatives and participates accordingly.

1. Expectation: the teacher is aware of the district and school initiatives and participates in them accordingly.
2. Teachers are expected to take part in district and school initiatives that have a connection to their content area and/or are assigned by administrators.
3. **It is important to remember that administrators cannot give a Not Using or Beginning rating in an evaluative observation unless and until the procedures in Steps 1 and 2 in the LEADS Non-Compliance Procedures for Domain Four document have been implemented. See Appendix C**
4. Administrators should conduct non-evaluative observations via the TNL Evaluation Connect platform; this will serve as documentation that the teacher has not complied with a district or school initiative as expected.
5. Any time an administrator gives a rating of Developing or lower on this element, the observation should include comments explaining the rating.
6. At the end of the school year, teachers will be asked to document how they have participated in district and school initiatives.
7. All of Domain Four provides administrators with an opportunity to recognize teachers who demonstrate these elements on a regular basis.

Domain 4: Professional Responsibilities

Element 36

The teacher positively contributes to the overall school culture.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- 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.
- The teacher helps extinguish negative conversations about others.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher attempts to positively contribute to the overall school culture but does not actually complete or follow through with these attempts.	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help to extinguish negative conversations.	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about others.	The teacher is leader in contributing and promoting a positive school culture and assists others with this task.

QUICK SHEET FOR ELEMENT 36

ELEMENT 36: The teacher positively contributes to the overall school culture.

1. Expectation: the teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations.
2. Teachers are expected to establish relationships with colleagues that contribute to the overall school culture and impact student learning.
3. Teachers should help extinguish negative conversations, especially those about other people who work at the school site.
4. Administrators can conduct evaluative and non-evaluative observations via the TNL Evaluation Connect platform to document how teachers meet these expectations throughout the school year.
5. Any time an administrator gives a rating of Developing or lower on this element, the observation should include comments explaining the rating.
6. At the end of the school year, teachers will be asked to document how they have contributed to the overall school culture.
7. All of Domain 4 provides administrators with an opportunity to recognize teachers who demonstrate these elements on a regular basis.

Domain 4: Professional Responsibilities

Element 37

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

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- 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 responds to requests for support, assistance and/or clarification promptly.
- The teacher respects and maintains confidentiality of student/family information.
- The teacher helps extinguish negative conversations about students and parents.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy was called for but not used by the teacher.	The teacher attempts to promote positive home/school relationships but does not actually complete or follow through with these attempts.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents.	The teacher is a leader in interacting with all stakeholders and assists others with promoting positive home/school relationships.

QUICK SHEET FOR ELEMENT 37

ELEMENT 37: The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

1. Expectation: the teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents.
2. Teachers are expected to establish relationships with parents/guardians that enhance student success. In order to do this, teachers must be aware of family backgrounds that impact student performance.
3. Timely and consistent communication with the home is an important component of this element.
4. Administrators can conduct evaluative and non-evaluative observations via the TNL Evaluation Connect platform to document how teachers meet these expectations throughout the school year.
5. Any time an administrator gives a rating of Developing or lower on this element, the observation should include comments explaining the rating.
6. At the end of the school year, teachers will be asked to document how they have interacted with students and parents in a positive manner.
7. All of Domain 4 provides administrators with an opportunity to recognize teachers who demonstrate these elements on a regular basis.



Leon LEADS

Teacher Evaluation Framework

Leon LEADS

Early Childhood



Revised Summer 2021

Quick Sheet Element 7

ELEMENT 7: The teacher provides feedback to students regarding their progress and assists students in monitoring their progress.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
		<p>Show improvement by comparing their progress with their own past performance.</p> <p>Be specific in your comments and suggest corrections: “I see you wrote the letter ‘B’. Now, try making those two humps touch the middle line and then the bottom line.”</p>	<p>Celebrate accomplishments with specific feedback.</p> <p>Offer encouraging statements and suggestions when children are struggling with a problem (e.g., “Try turning the puzzle piece a little and see if it fits,” or, “You are really working hard to figure that out!”).</p>

Quick Sheet Element 8

ELEMENT 8: The teacher provides students with recognition of their growth, effort and accomplishments.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
		<p>Look for achievements to praise and acknowledge children's progress whenever possible.</p>	<p>Celebrate accomplishments with specific feedback.</p>

Quick Sheet Element 9

ELEMENT 9: The teacher uses techniques to establish and maintain student engagement (investment in learning).

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Begins to sustain attention for brief period of time in group activities</p> <p>Sit and listen to a story being read aloud during circle time.</p> <p>Engage in group project for brief periods.</p> <p>Engage in conversation with classmates during a meal or snack.</p> <p>Play independently during center time.</p> <p>Join in circle time song or activity.</p>	<p>Work with a friend to complete a task despite interruptions and distractions (e.g., fit puzzle pieces together or experiment with different sizes of blocks to make a block tower stable).</p> <p>Continue working on self-selected activities that they find difficult.</p> <p>Sustain or initiate a new activity without needing external approval.</p>	<p>Provide interactive group activities that include novel items like puppets to help increase sustained attention.</p> <p>Vary the activities within group setting (songs, movement, etc.).</p> <p>Use music, movement and rhythm to increase attention during a lesson or activity.</p>	<p>Show ability to control impulses (e.g., stopping and listening to instructions before jumping into activity), with teacher support.</p> <p>Modify behavior to different settings (e.g., adapts noise and movement level to indoor or outdoor environment).</p> <p>Provide ample time for children to engage in activities and play to support longer attention to tasks and opportunities for problem-solving (e.g., a minimum of one hour for free-choice center time).</p>

Quick Sheet Element 10

ELEMENT 10: The teacher uses response rate techniques to maintain student engagement in questions.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Respond to a question from a friend or adult.</p> <p>Hand Signals: can be used to indicate how well students understand a key concept.</p> <p>Choral Response: when students are having trouble with specific information, the teacher provides them with the target information and asks students to repeat the information as a group. The intent is to provide an “imprint” of important information that all students are finding difficult; NOT that all students are to learn content in a verbatim fashion. This is not the same as “calling out.” When using this strategy, teachers must be careful to monitor ALL students in order to ensure their engagement.</p>	<p>Hand Signals: can be used to indicate how well students understand a key concept.</p> <p>Choral Response: when students are having trouble with specific information, the teacher provides them with the target information and asks students to repeat the information as a group. The intent is to provide an “imprint” of important information that all students are finding difficult; NOT that all students are to learn content in a verbatim fashion. This is not the same as “calling out.” When using this strategy, teachers must be careful to monitor ALL students in order to ensure their engagement.</p>	<p>Provide child with pictures or other materials to stimulate talking and discussion.</p> <p>Ask questions that require the child to give more than a “yes” or “no” answer (open-ended questions).</p> <p>Pause during reading or saying rhymes to allow children to fill in repetitive phrases.</p> <p>Allow children sufficient time to respond to questions.</p> <p>Wait Time—five types Post-teacher question wait time Within-student pause time Post-student response wait time Teacher pause time Impact pause time</p>	<p>Engage in daily conversations with children on themes and content-related topics or in social conversations where children take multiple turns listening and responding.</p> <p>Wait Time—five types Post-teacher question wait time Within-student pause time Post-student response wait time Teacher pause time Impact pause time</p>

Quick Sheet Element 11

ELEMENT 11: The teacher maintains an orderly classroom utilizing established classroom routines and procedures.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Predict what will happen next within the school day, such as knowing that rest time comes after lunch.</p> <p>Express anger or sadness when told, “We can’t go to the playground today because it’s raining.”</p> <p>Choose an indoor center when the playground is not available, with adult support.</p>	<p>Ask a teacher for help in solving a problem with a friend after attempting to resolve the problem themselves.</p> <p>Participate in classroom rituals, such as celebrations and welcoming a new child.</p> <p>Adapt when it rains and there is no outdoor play.</p> <p>Adapt when the group goes on field trips.</p>	<p>Use a visual schedule daily to establish consistent routines.</p> <p>Create visuals representing changes in the routine.</p> <p>Have children role-play when a new routine is introduced (e.g., “Tomorrow we will ride a bus to go the farm. Let’s pretend we are sitting on the bus. Sit in your seat and put on your seat belt.”).</p> <p>Show empathy when a child has difficulty adjusting to the change in routine (e.g., “It’s hard when we can’t go to the playground because it is raining. Breathe with me; you can handle this.”).</p> <p>Give a cue such as ringing a bell or singing a cleanup song when it is time to put away an activity and come to circle time.</p> <p>Make picture charts of steps involved in experiences like cooking. Help children use the charts to follow directions.</p>	<p>Display clear visual reminders for all routines in the area in which they are used (e.g., lining up routine is posted by the door, hand washing routine is posted by the sink).</p> <p>Show and help children practice self-care routines (e.g., washing hands, toileting, zipping and buttoning).</p> <p>Model and practice daily routines (e.g., arrival, transitions, dismissal) using visual cues, reminders, advance warning and picture schedules.</p> <p>Engage children in setting appropriate rules and planning routines.</p> <p>Create classroom rituals for celebrations, mealtime and starting the day.</p> <p>Notify children, in advance, of changes in routine.</p>

Quick Sheet Element 12

ELEMENT 12: The teacher uses behavior associated with “with-it-ness” to maintain adherence to rules and procedures.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
		<p>Avoid interpreting children’s inquisitiveness, persistence or explorations as hyperactivity or misbehavior.</p> <p>Look for cues indicating new or growing interest and find ways of supporting with new items for the classroom.</p> <p>Model how to solve problems within the context of everyday conflicts in the classroom.</p> <p>Teach specific skills such as turn-taking, how to enter play scenario and what to do if someone intrudes upon you.</p>	<p>Encourage children to use language to express own wants and needs.</p> <p>Identify strategies to solve problems in stories.</p> <p>Provide a quiet place for children to talk.</p> <p>Use questions to help children define the problem and guide them in evaluating solutions.</p>

Quick Sheet Element 13

Element 13: The teacher displays objectivity and control.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
		<p>Provide consistent and supportive response to children, especially during times of upset.</p> <p>Show empathy as children express various emotions.</p> <p>Model naming and regulating emotions: “You seem angry, breathe with me.”</p> <p>Model by reframing student statement from, “I am angry,” to, “You feel angry.”</p> <p>Model naming and regulating feelings within the context of daily experiences: “I feel angry when things don’t go like I was hoping. I am going to breathe.”</p>	<p>Model facial and verbal expressions.</p> <p>Identify what triggers each child’s emotional state (e.g., happy or frustrated), what he or she does well, and what he or she needs help doing.</p> <p>Create a “safe area” (e.g., a beanbag or big floor pillow) that a child may use for 10 to 5 minutes, as needed, and provide visual steps for regaining emotional control.</p> <p>Teach behavioral expectations for the “safe area,” as well as all other learning centers. Display clear visual reminders for all routines in the area in which routines are used (e.g., lining up routine by the door, hand-washing routine by the sink).</p>

Quick Sheet Element 14

ELEMENT 14: The teacher engages students in linking activities to connect what they already know to new content.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Try to copy words from their environment.</p> <p>Attempt to write their own names and names of friends or family members.</p> <p>Show and talk about objects, food and customs from own family or culture.</p> <p>Draw picture of family showing self and all members of the family (mommy, daddy, sister, brother, grandmother, etc.).</p> <p>Describe own experiences or activities (e.g., birthday party, trip or vacation, block structure built).</p>	<p>Relate events or situations from stories to their own lives.</p> <p>Choose a story based on experiences such as reading a story about spring after enjoying a nature walk.</p>	<p>Activate and connect children's background knowledge to stories.</p> <p>Encourage children to describe their own experiences related to the story's topic.</p> <p>Learn key words and phrases of the children's home languages and integrate them into daily and group-time routines such as greeting, singing, story time and transitions.</p> <p>Use the key words and phrases throughout the day one-on-one with the children.</p> <p>Encourage children to draw self-portraits and describe themselves.</p>	<p>Encourage discussions about stories in the classroom, and provide opportunities to make connections to a child's life experiences.</p> <p>Read stories that relate to cultural or physical differences between children in the classroom.</p> <p>Support children as they are learning new concepts and skills.</p> <p>Introduce new equipment and materials before adding them to an interest area, and discuss possible uses.</p>

Quick Sheet Element 15

ELEMENT 15: The teacher cues critical information to students.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
		<p>Talk about events in books and help children add details to their responses.</p> <p>Provide children with pictures or other materials to stimulate talking and discussion.</p> <p>Model ways of interacting with others and using materials.</p> <p>Take nature walks during different seasons, and point out differences in plants and animals through each season.</p> <p>Provide experiences that relate to specific aspects of a story plot.</p>	<p>Model asking questions or making predictions related to story events (e.g., “I wonder what Goldilocks was thinking when she ran away from the bear’s house?”).</p> <p>Use props and modeling to demonstrate and reinforce active listening (e.g., talking stick, giant ear prop).</p> <p>Stimulate talking and discussion by providing children with pictures or other material.</p> <p>Model counting sets of concrete objects (e.g., blocks in a tower or bears in a row).</p> <p>Provide experiences that relate to specific aspects of a story plot.</p>

Quick Sheet Element 16

ELEMENT 16: The teacher uses cooperative learning strategies to implement effective small groups.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Seek out another child to play with during center time, sometimes with the help of a trusted adult.</p> <p>Enter a center area to play with peers with the help of a trusted adult.</p> <p>Seek out a trusted adult for comfort when feeling sad or angry.</p> <p>Talk to another child who is playing in the block area and comment on what the child is doing.</p>	<p>Express affection to an educator or caregiver with hugs or words and accept affection in return. Cooperate with an adult who offers individualized instruction (e.g., a therapist).</p> <p>Go to a specific teacher for assistance when upset or if help with problem-solving is needed.</p> <p>Accept guidance and redirection from adults with whom they have a mutually affectionate relationship.</p> <p>Join in with other children (e.g., dramatic play, blocks, manipulatives, etc.).</p> <p>Play cooperative games with one or more friends.</p>	<p>Model how to get another child's attention before entering into play: Tap them on the shoulder and say their name. Wait for them to look at you. Then say, "Can I play with you?"</p> <p>Model how to take turns.</p> <p>Provide support and guidance during center time as children play together.</p>	<p>Show children how to make and be a friend.</p> <p>Build the classroom community based on cooperative activities and principles.</p> <p>Talk regularly with individual children and help each child in the classroom to build a secure attachment with at least one adult.</p> <p>Support children as they are learning new concepts and skills.</p>

Quick Sheet Element 17

Element 17: The teacher chunks new information into small amounts and actively engages groups of students in processing the chunks of new information.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Answer some simple “who,” “what” and “where” questions.</p> <p>With prompting, identify characters from a story and information from an informational text read aloud.</p> <p>Recall information from a story and use the information in retellings and dramatic play.</p> <p>Guess correctly what food The Very Hungry Caterpillar will eat next.</p>	<p>Say the name of familiar one-syllable words when the educator says the word with a pause between the onset (first sound) and the rime (vowel sound and rest of word).</p> <p>Respond to open-ended questions about a story (e.g., “What do you think will happen next?” or “Why do you think he did that?”)</p> <p>Listen and respond attentively to simple conversations.</p> <p>Respond appropriately to a teacher’s question about a book.</p>	<p>Say the name of familiar one-syllable words when the educator says the word with a pause between the onset (first sound) and the rime (vowel sound and rest of word).</p> <p>Help children retell a story with a clear beginning, middle and end, sometimes using picture sequence cards.</p> <p>Support children playing in the block center as they explore joining and separating blocks when building structures.</p> <p>Provide support when needed while being careful not to take over completely.</p>	<p>Provide materials to use for one-to-one matching activities (e.g., pegs and peg boards, nuts and bolts).</p> <p>Offer encouraging statements and suggestions when children are struggling with a problem (e.g., “Try turning the puzzle piece a little and see if it fits,” or, “You are really working hard to figure that out!”).</p>

Quick Sheet Element 18

ELEMENT 18: The teacher provides opportunities for students to record their understanding of new content in linguistic and/or non-linguistic ways.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>With prompting, talk about or draw a character, setting, event or idea in a text read aloud.</p> <p>Display a set of five objects on the flannel board during small group and ask children to make a set of five using their materials.</p> <p>Use pretend writing when playing in dramatic play area.</p> <p>Use puppets or flannel board pieces to retell a familiar story.</p> <p>Clap out the syllables in their name during a group activity.</p>	<p>Write captions for their artwork.</p> <p>Participate in the creation of class graphs/charts.</p> <p>Recall information from a story and use the information in re-tellings and dramatic play.</p> <p>Collect, describe and record information about living things through discussion and drawings.</p>	<p>Provide dramatic play props for children to use when reenacting a fairy tale or familiar short story read aloud.</p> <p>Provide an environment encouraging children's initiative to modify the environment to extend learning (e.g., child independently takes or creates outside props from the classroom in order to turn the sandbox into a pirate ship).</p> <p>Ask children to write what their pictures are about when they draw or paint.</p>	<p>Provide dramatic play props for children to use when reenacting a fairy tale or familiar short story read aloud.</p> <p>Provide opportunities for children to discuss, review and document activities (e.g., reflect on a field trip, talk about activity choices, document activities in a picture journal).</p> <p>Post a question of the day chart with a question and picture symbols where children sign their names under their choice: "What cookie do you like best - chocolate chip or oatmeal?"</p>

Quick Sheet Element 19

ELEMENT 19: The teacher engages students in activities that require elaborative inferences.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Finish rhyming lines in books read aloud, songs and chants.</p> <p>Sing songs that leave out a letter or word, replaced with a clap, such as “B-I-N-G-O.”</p> <p>Guess correctly what food The Very Hungry Caterpillar will eat next.</p>	<p>Respond to open-ended questions about a story (e.g., “What do you think will happen next?” or “Why do you think he did that?”).</p> <p>Provide ideas relevant to context when the teacher asks, “What will happen next?” when reading a book to the class.</p>	<p>Include questions that require the child to think (e.g., “What would happen if we moved this block?”).</p> <p>Read aloud predictable text books.</p> <p>Read picture books with predictable patterns and leave out a missing part for the children to fill in. (e.g., as the educator rereads <i>Brown Bear, Brown Bear</i> by Bill Martin, let the children say, “What do you see?” as each animal is introduced).</p>	<p>Encourage children to make predictions by stopping at strategic points in a story and having children discuss or draw pictures.</p> <p>Help children create new endings to familiar stories using props, puppets and dictation.</p> <p>Model asking questions or making predictions related to story events (e.g., “I wonder what Goldilocks was thinking when she ran away from the bear’s house?”).</p>

Quick Sheet Element 20

ELEMENT 20: The teacher engages students in activities that help them reflect on the learning process, their learning and their effort.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
		<p>Provide opportunities for child to retell a story or event in own words.</p> <p>Ask children what they are going to do, are doing or have done in the block center or art center.</p>	<p>Provide opportunities for children to discuss, review and document activities (e.g., reflect on a field trip, talk about activity choices, document activities in a picture journal).</p> <p>Allow time during the day for children to make a plan for their activity choices and allow time for children to reflect on their plan (e.g., ask child, “Where do you want to work during center time?” “What did you do during center time?”).</p> <p>During the reflecting process, help children identify the cause-and-effect relationships in activities such as mixing red and yellow paint (cause) to make orange (effect).</p>

Quick Sheet Element 21

ELEMENT 21: The teacher engages students in a brief review of content that highlights the critical information.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
	Recall information from a story and use the information in re-tellings and dramatic play.		Ask children recall questions and expansion questions during “Show and Tell,” read alouds and similar large-group discussions about own experiences.

Quick Sheet Element 22

ELEMENT 22: the teacher uses the cooperative learning process and strategies to help students practice and deepen knowledge.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
Engage in group project for brief periods.	Join in with other children (e.g., dramatic play, blocks, manipulatives, etc.).	Allow sufficient time for children to participate in play.	Involve children in acting out the “Gingerbread Man” story, demonstrating that as each character joined the chase, the number chasing the gingerbread man grew. As each character left the chase, the number chasing him became smaller.
Engage in conversation with classmates during a meal or snack.	Begin assigning roles in the dramatic play center (e.g., “I’m the mom, you are the baby.”).	Look for cues indicating new or growing interest and find ways of supporting with new items for the classroom.	Plan activities that encourage children to play together (e.g., murals, props in dramatic play for different roles, etc.).
Ask questions to get additional information during conversations, such as asking, “Why?”	Play cooperative games with one or more friends.	Plan engaging group activities based on children’s interests.	Provide ample time in the daily schedule for child choice (e.g., center time, outdoor play, etc.).
Notice new items in the classroom and ask others for information, such as, “What is that?”	Talk with a peer to decide who will get the first turn, with educator support and practice.	Model how to create a play scenario in the home living center (e.g., “I am going to be the mom. Who would you like to be?”).	
	Understand the difference between helpful and hurtful ways to get something or meet a need.		

Quick Sheet Element 23

ELEMENT 23: The teacher helps students deepen knowledge by examining similarities and differences in informational content.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Declare that there are now more children since Andrea and Dewayne joined them.</p> <p>Notice the ball looks like a circle.</p> <p>Participate in art activities to celebrate each child's differences, such as handprints, and say, "My hand is bigger than yours."</p> <p>Complete a simple pattern strip displayed in the math area by filling in the missing element.</p>	<p>Notice the wheel on the tricycle and say, "That is round like a circle."</p> <p>Match picture cards with same beginning sound.</p> <p>Read a pattern displayed on the flannel board and extend the pattern</p> <p>Recognize an ABB pattern model displayed in the math area, and extend the pattern.</p>	<p>Talk about shapes that children hold up during the shape hunt and point out that the shape stays the same even when it is rotated or flipped.</p> <p>Give children sets of four picture cards and help them to say the name of each picture aloud. Have the children find the card that does not start with the same sound as the other three.</p> <p>Read books about animals and plants, and discuss with children (e.g., animals that live in water, on land and in the air. How are they the same and different?).</p>	<p>Provide concrete experiences that enable children to observe, categorize, compare and contrast living things in their environments.</p> <p>Demonstrate flipping, sliding and rotating a shape, stating that it remains the same shape no matter which way it is flipped.</p> <p>Label three-dimensional shapes in the classroom, and describe how they are the same and different.</p> <p>Play auditory games beginning with two-part patterns, then increasing complexity (e.g., clap/snap/pat, clap/snap/pat, clap/snap/pat [ABC]).</p> <p>Read fiction and non-fiction stories about cultures and have children share ways they are the same or different from the characters in the stories.</p>

Quick Sheet Element 24

ELEMENT 24: The teacher helps students deepen knowledge by examining their own reasoning or logic.

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Hold up two fingers on each hand and say, “I have four fingers altogether.”</p> <p>Comment that Marvin has two babies and I have one – that makes three.</p> <p>Comment that the train has five cars after watching a friend connect a train with two cars to a train with three cars.</p> <p>Notice that behaviors may come before an event, such as, “If mom sets the table, then we are getting ready to eat.”</p>	<p>Notice that they have only three crackers on their snack plate after eating two.</p> <p>Declare that there are now more crayon tubs since the teacher added two new tubs to the art area.</p> <p>Retell the “Five Green and Speckled Frogs” rhyme using flannel pieces in the library center, and notice there are fewer frogs on the log each time on jumps in the pond.</p> <p>Respond to guiding questions (e.g., “What would happen if...?” and children telling what they plan to build at the block center before they start building at center time).</p> <p>Test multiple solutions (e.g., choosing clothes to fit a doll).</p>	<p>Pass out snacks and say, “First you will have three, then I will bring everyone one more. How many will you have then?”</p> <p>Display a set of objects (up to five) during small group then take one away. The children decide how many are missing.</p>	<p>Play games that require listening and understanding (e.g., “Simon Says,” “Red light Green Light”).</p> <p>After repeating the “Five Green and Speckled Frogs” song many times, create a book asking each child to draw a picture of frogs on the log and in the pool, demonstrating multiple combinations of the number five.</p> <p>During the reflecting process, help children identify the cause-and-effect relationships in activities such as mixing red and yellow paint (cause) to make orange (effect).</p>

Quick Sheet Element 25

ELEMENT 25: The teacher engages students in practice activities that help them develop competence and confidence with procedural knowledge (skill, strategy, or process).

Children May....		Educators May...	
3 years – 4 years	4 years - K	3 years – 4 years	4 years - K
<p>Count the dolls in the crib and tell a friend, “We have five dolls.”</p> <p>Observe living things to see how they change over time (e.g., compare a variety of plants to observe how quickly they grow and change over time).</p> <p>Sing the “Bubble Bee” song, holding up one finger each time a bee comes out of the hive, and realizes that there are more fingers as they all come out of the hive.”</p> <p>Use pretend writing when playing in dramatic play area.</p>	<p>Point to each block in a tower and assign a number to each block to determine the total number of blocks.</p> <p>State that there are now eight animals on the farm after a friend adds four horses to the pen.</p> <p>Sign their names on class sign-in sheets.</p> <p>Sign their names on class graphs/charts.</p>	<p>Ask a child to tell “how many” after counting blue bugs in a game.</p> <p>Read a counting book while children act out the story.</p> <p>Provide a variety of writing tools and paper for children.</p>	<p>Count two groups of (e.g., children, coins, crayons) to determine if they are equal.</p> <p>Provide writing/drawing materials in the dramatic play center where children may write numerals when playing store.</p> <p>Ask children to sign-in on a class sign-in sheet each day (provide support as needed).</p>

Leon LEADS

Speech/Language Pathologists



Revised Summer 2021

Speech Language Pathologists

Domain 1 Collaborative Planning

The team or SLP will

1. Ensure the unit **reflects** the state **standards** and includes **common formative** and **summative assessments**. (Utilizes LCS pacing guide when applicable)
2. Ensure that the unit **moves** students from lower levels to **higher levels of cognitive complexity**.
3. Provide **scaffolding** within lessons so that each piece of new information clearly builds on the previous piece.
4. Identify **traditional resources** and available **technologies** that enhance student understanding and how to use them appropriately.
5. Identify the **adaptations**, **accommodations**, and **modifications** that will be used to meet the needs of special learners, including **ESE, ELL, 504** and **low-expectancy/high-risk** students who lack support for learning.

Instruction Domain 2

Focus 1: Assuring Quality Student Work

The SLP will

6. Follow a **learning progression** that describes levels of performance and includes the **learning goal**.
7. Provide **feedback** to students regarding their progress and assists students in **monitoring** their progress.
8. Provide students with **recognition** of their growth, effort and accomplishments.
9. Use techniques to **establish** and **maintain** student **engagement** (investment in learning).
10. Use **response rate** techniques to maintain student engagement in questions.

Focus 2: Classroom Environment

The SLP will

11. Maintain an **orderly classroom** utilizing established classroom routines and procedures.
12. Use behavior associated with **"with-it-ness"** to maintain adherence to rules and procedures.
13. Display **objectivity** and **control**.

Focus 3: Interacting with New Knowledge

The SLP will

14. Engage students in **linking** activities to connect what they already know to new content.
15. **Cue critical information** to students.
16. Use **cooperative learning strategies** to implement effective small groups.
17. **Chunk** new information into small amounts and actively engage groups of students in **processing** the chunks of new information.
18. ~~Provide opportunities for students to record their understanding of new content in linguistic and/or non-linguistic ways.~~
19. Engage students in activities that require elaborative **inferences**.
20. Engage students in activities that help them **reflect** on the learning process, their learning and effort.

Instructional Practice Score Calculation

Domain 1 x 20%
Domain 2 x 60%
Domain 3 x 20%
Overall IP Score

Focus 4: Deepening and Practicing Knowledge

The SLP will

21. Engage students in a **brief review** of content that highlights the critical information.
22. Use the cooperative learning process and strategies to **practice** and **deepen knowledge**.
23. Help students **deepen knowledge** by examining **similarities** and **differences**.
24. ~~Help students deepen knowledge by examining their own reasoning or logic.~~
25. Engage students in **practice** activities that help them develop **competence** and confidence.
26. Provide opportunities for **independent practice at home**.
27. ~~Engage students in examining how the current lesson changed their perception and understanding of previous content.~~

Focus 5: Applying Learned Knowledge

The SLP will

28. ~~Engage groups of students in activities to facilitate student work on complex tasks.~~
29. Facilitate students **making decisions**, **solving problems**, **investigating**, **engaging in experimental inquiry**, and / or **authoring personal writings**.

Domain 3 Reflection and Revision

The SLP/ team will

30. Use **data** analysis to make instructional **decisions**.
31. ~~Determine the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling).~~
32. Identify specific **strategies** and behaviors from Domain 2 on which to **improve** and develop a written **Deliberate Practice Plan**.
33. Demonstrate a **professional growth mindset**.

Domain 4 Professional Responsibilities

The SLP will

34. **Implement** the school and district rules/procedures and **adhere** to them.
35. Know the district and school **initiatives** and **participate** accordingly.
36. **Positively contribute** to the overall school culture.
37. **Interact** with students and parents in a **positive** manner to foster learning and promote positive home/school **relationships**.

Leon LEADS

SLP Evaluation Framework
Revised June 2021

Based on the FEAPS & the 2007 Marzano Framework adopted by FLDOE



USING THE RATING SCALE FOR THE ELEMENTS

Each element in the Leon LEADS SLP Evaluation Framework has a rating scale associated with it. It is important for observers to be knowledgeable of the elements and the rankings included in the rating scale. Note that in Domain 2 (Instruction), the ratings of Not Using, Beginning and Highly Effective have the same description throughout; the ratings for Developing and Effective are specific to individual elements.

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
0 pts.	1 pt.	2 pts.	3 pts.	4 pts.

USING THE RATING SCALE FOR THE ELEMENTS Each element in the Leon LEADS Evaluation Framework has a rating scale associated with it. It is important for observers to be knowledgeable of the elements and the rankings included in the rating scale. Note that in Domain 2 (Instruction), the ratings of Not Using, Beginning and Highly Effective have the same description throughout; the ratings for Developing and Effective are specific to individual elements.

0—NOT USING: The strategy is called for but SLP does not use the strategy. This might indicate the SLP does not know or understand the strategy or did not remember to use it.

1—BEGINNING: The SLP attempts to use the strategy but does so incorrectly or with parts missing. The SLP might recognize the strategy is called for but omits parts or uses it incorrectly. At this stage, the SLP often needs to consciously think about and focus on implementing the strategy.

2—DEVELOPING: The SLP uses the strategy correctly but does not monitor how students are responding to the strategy. Often, the SLP is focusing on the delivery of the instruction and not on the impact of the strategy on student learning. The Developing rating should be used when the SLP is not **MONITORING STUDENTS** to determine the impact of the strategy on their learning.

3—EFFECTIVE: The SLP uses the strategy and monitors the extent to which it affects students. Monitoring student understanding will have a significant impact on learning; it is the key to being rated at the Effective level. When SLPs are monitoring, they use a variety of ways to determine students' levels of understanding, they clarify misunderstandings and they provide students with feedback about their learning. The Effective rating should be used when there is clear evidence the SLP **IS MONITORING** the impact of the strategy on **STUDENT LEARNING**. Effective instruction has a direct impact on learning outcomes for students. Instruction that is rated Effective should be considered "A" teaching.

4--HIGHLY EFFECTIVE: The use of a strategy is considered Highly Effective when the SLP uses it and adapts in such a way that **ALL** students demonstrate learning. This means that the SLP must deliberately plan for unique student needs prior to instruction. In addition, during the lesson, the SLP monitors student learning and purposely adapts the strategy in order to ensure that **ALL** students are increasing their learning. Strategies are created to meet the needs of specific students or the class as a whole in order for the desired effect to be evident in **ALL** students. This is considered to be expert or "A plus" teaching. Observers should see **ALL** students learning as a result of the SLP monitoring learning or modifying instruction.



INSTRUCTIONAL PRACTICE (IP) CALCULATION:

Domain 1 x 20%
Domain 2 x 60%
+ Domain 3 x 20%
Overall IP Score

All elements are averaged within each domain and combined for an overall Instructional Practice score based on the weighting described above. The Instructional Practice score is 45% of the summative evaluation score.

STUDENT PERFORMANCE MEASURE (SPM) CALCULATION:

The SPM is calculated using the average of up to three (3) years of SPM scores when appropriate and available per statute (s. 1012.34, F.S.). SPM is calculated by the percentage of Student Learning Objectives (SLOs) met.

SLP must acknowledge that **all** students on their rosters are represented in their SLOs. Teachers who instruct courses that are assessed by state or national standardized assessments must utilize the state or national assessment data in the development of their SLOs. Data can also be gathered from school and classroom level assessments, baseline assessments, as well as student performance on classwork during the first few weeks of school. The number of SLOs written should be proportional to the number of state assessed courses reflected on the teacher's schedule. Teachers must select an appropriate, content area, standards-based **measurement tool** other than state/national tests when writing SLOs.

SLO – percent met (75-100% = 4; 50-74% = 3; 25 – 49% = 2; 0-24% = 1)

The Student Performance Measure score is 35% of the summative evaluation score.

PROFESSIONAL RESPONSIBILITIES CALCULATION:

Domain 4 x 20%

The Professional Responsibilities score is 20% of the summative evaluation score.

Instructional Practice Score (45%)	
Student Performance Measure Score (35%)	
Professional Responsibilities Score (20%)	
Final Evaluation Score	

(HE) Highly Effective	(E) Effective	(NI) Needs Improvement or (D) Developing	(U) Unsatisfactory
3.35-4.0	2.35-3.349	1.35-2.349	0-1.349

Domain 1: Collaborative Planning

Element 1

The SLP ensures that lessons/activities reflect IEP goals and objectives and include data collection as applicable.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

The SLP...

- Ensures that the lessons reflect skills identified on IEPs in order to meet general and/or Access state standards.
- Is involved in efforts of the schools to prevent academic failure through participation in the MTSS process.
- Offers intervention strategies within the student Problem Solving Team/collaborative frameworks following district /state guidelines for interventions and in order to identify students with disabilities.
- Completes lesson plans aligned to IEP goals and objectives and needs of students.
- Structures lessons and activities in a logical sequence that support students in achieving IEP goals and objectives.
- Writes IEPs goals that target specific student needs and abilities.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for but not used by the SLP.	The SLP attempts to design lessons/activities reflect IEP goals and objectives, proper sequence, and data collection when applicable but does not actually complete or follow through with these attempts.	The SLP ensures that the lessons/activities reflect IEP goals and objectives but does not have proper sequencing or data collection when applicable.	The SLP ensures that the lessons/activities reflect IEP goals and objectives with proper sequence but does not include data collection when applicable.	The SLP ensures that the lessons/activities reflect IEP goals and objectives, proper sequence, and includes data collection when applicable.

Domain 1: Collaborative Planning

Element 2

The SLP organizes lessons at an appropriate level of cognitive complexity to help move students from an understanding to application of the content throughout the school day with supports (i.e., prompts, visuals, assistance) as needed

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

The SLP...

- Completes lesson plans aligned with IEP goals and objectives of students.
- Structures lessons and activities in a logical sequence that support the individual needs of students.
- Structures lessons and activities that support IEP goals and objectives of students.
- Writes IEPs goals that target specific student needs and abilities based on student data and state/district standards.
- Collaborates with school personnel to support student learning related to lessons and/or IEP goals.
- Adjusts therapy based on student outcome data and therapeutic observations.
- Scaffolds and modifies sessions based on student responses/performance.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to organize lessons/activities so that students move towards mastery of content/IEP goals through authentic tasks at an appropriate level of cognitive complexity but does not actually complete or follow through with these attempts.	The SLP organizes lessons/activities so that students move towards mastery of content/IEP goals but does not require the application of content in authentic ways at an appropriate level of cognitive complexity.	The SLP organizes lessons/activities so that students move towards mastery of content/IEP goals through authentic tasks at an appropriate level of cognitive complexity.	The SLP organizes lessons at an appropriate level of cognitive complexity to help move students from an understanding to application of the content/IEP goals throughout the school day with collaborative supports (i.e., prompts, visuals, assistance) as needed.

Domain 1: Collaborative Planning

Element 3

The SLP provides scaffolding within lessons so that each piece of new information clearly builds on the previous piece.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

The SLP...

- Provides scaffolding within lessons so that each piece of new information clearly builds on the previous piece.
- Completes lessons and composes IEP goals aligned to standards and/or the individual needs of students.
- Independently and/or collaboratively plans to use strategies that will help students link to prior knowledge, chunk, etc.
- Structures lessons and activities in a logical sequence to support individual learning needs.
- Adjusts therapy based on student outcome data and observations
- Scaffolds and modifies sessions based on student responses/interaction.
- Works with general and exceptional student education teachers to promote carryover and monitoring of targeted skills in all school activities.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to provide scaffolding (through prompting hierarchy, complexity level, etc.) within lessons so that each piece of new information clearly builds on the previous piece but does not actually complete or follow through with these attempts.	The SLP scaffolds (through prompting hierarchy, complexity level, etc.) the information in the lesson/activity but the relationship between the content is not clear.	The SLP provides scaffolding (through prompting hierarchy, complexity level, etc.) within lessons/activities so that each piece of new information clearly builds on the previous piece.	The SLP provides scaffolding (through prompting hierarchy, complexity level, etc.) across lessons/activities so that each piece of new information clearly builds on the previous piece.

Domain 1: Collaborative Planning

Element 4

The SLP will identify resources (materials, programs, etc.) and available technologies (visuals, low tech, high tech, etc.) that enhance student understanding and use them appropriately.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

The SLP...

- Structures lessons and interventions to include resources and technologies that will be used to help students move from foundational knowledge to more complex tasks.
- Structures lessons and interventions to include the use of resources and technologies in an appropriate manner.
- Collaborates with teachers, assistive technology specialists, related services providers and administrators to plan for the use of resources and technology to allow students with disabilities access to instruction.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to identify available resources (i.e., therapy materials/programs) and technologies (i.e., visuals, low tech, high tech) and the manner in which they will be used but does not actually complete or follow through with these attempts	The SLP identifies available resources (i.e., therapy materials/programs) and technologies (i.e., visuals, low tech, high tech) that can enhance student understanding but does not identify the manner in which they will be used.	The SLP identifies available resources (i.e., therapy materials/programs) and technologies (i.e., visuals, low tech, high tech) that can enhance student understanding and identifies the manner in which they will be used.	The SLP is a leader in identifying available resources (i.e., therapy materials/programs) and technologies (i.e., visuals, low tech, high tech) and assists/collaborates with others on the task.

Domain 1: Collaborative Planning

Element 5

The SLP identifies the adaptations, accommodations, and modifications that will be used to meet the needs of special learners (including ESE, 504, and low expectancy/high risk students) as applicable.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

The SLP...

- Engages in data-based decision making, including gathering and interpreting data for individual students as well as for overall program evaluation.
- Collects progress monitoring data related to IEP goals using appropriate data collection tools on a routine basis.
- Completes lesson plans aligned to standards/IEP goals and the individual needs of students.
- Structures lessons and activities in a logical sequence that support the individual learning goals of students.
- Writes IEPs goals that target specific student needs and abilities based on Present Levels and Diagnostic results.
- Collaborates with teachers and related services personnel to support students with their general and exceptional education services.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to identify the needs and adaptations, accommodations and modifications that will be used to meet the needs of special learners but does not actually complete or follow through with these tasks.	The SLP identifies the needs of special learners but does not identify the adaptations, accommodations and modifications that will be used to meet the needs of special learner (including ESE, ELL, 504 and low expectancy/high risk students).	The SLP in conjunction with the MTSS Team and/or IEP team identifies the needs and adaptations, accommodations and modifications that will be used to meet the needs of special learners (including ESE, ELL, 504 and low expectancy/high risk students).	The SLP plays an integral part of the MTSS Team and/or IEP team in identifying needs, adaptations, accommodations, and modifications for special learners.

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 6

The SLP develops lessons and/or IEP goals based on students/ abilities and/or present levels of performance to promote understanding and growth towards learning goals.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP makes evidence-based decisions to inform student interventions.
- The SLP provides clear, measurable goals and objectives for lessons and annual IEP goals.
- The SLP uses strategies and a variety of questioning techniques that promote student inquiry, conversation and reflection.
- The SLP develops and/or maintains IEPs that reflect each student's need, stage of development, learning style and area of exceptionality.
- The SLP engages students in meaningful work using developmentally appropriate materials and resources (productive and relevant to student goals).
- Students demonstrate an understanding of their learning goals and/or concepts being taught.
- Student data indicates growth towards learning/IEP goals and/or concepts being taught.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to develop lessons and/or IEP goals that consider cognitive ability and/or present levels of performance but does not actually complete or follow through with these tasks.	The SLP develops lessons and/or IEP goals that consider student level of cognitive ability and/or present levels of performance but does not promote understanding and growth towards learning/IEP goal.	The SLP develops lessons and/or IEP goals that consider student level of cognitive ability and/or present levels of performance and monitors for evidence that the student understands and/or is making growth towards the learning/IEP goal.	During lessons, the SLP monitors, modifies, and adapts lessons/learning goals/instruction in consideration of student level of cognitive ability and/or present performance level and monitors for evidence that the student understands and/or is making growth towards the learning/IEP goal.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you develop lessons and/or IEP goals that consider cognitive ability and/or present level of performance?	In addition to developing lessons and/or IEP goals that consider student level of cognitive ability and/or present levels, how can you promote understanding and growth towards learning/IEP goal?	How might you deliberately plan for monitoring, modifying, and adapting lessons/learning goals/instruction in consideration of student level of cognitive ability and/or present performance level?	What are you learning about your students as you plan for and adapt to meet their needs and/or write a quality IEP?

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 7

The SLP provides feedback to students regarding their progress and assists students in monitoring their progress.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP reviews learning goals at the beginning and end of each lesson in order to help students focus on what is critical to their learning.
- The SLP progress monitors on a routine schedule and incorporates students in monitoring their progress.
- The SLP provides effective feedback that is concrete, specific and provides actionable information to promote student understanding of their goals.
- Students can describe, in their own words (as appropriate), what the learning goal is and how they progress toward the goal.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to provide feedback and assist student in monitoring progress but does not actually complete or follow through with these tasks.	The SLP provides general feedback but does not assist student in monitoring progress (as appropriate).	The SLP provides general feedback with some specificity and assists student in monitoring progress (as appropriate).	The SLP consistently provides specific feedback that is concrete, specific, and actionable to student regarding their progress and assists student in monitoring progress.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide feedback and/or assist students in monitoring their progress?	In addition to providing general feedback, how can you provide more specific feedback and assist students in monitoring their progress?	How can you consistently provide specific and concrete feedback while assisting students in their progress monitoring?	What are you learning about how your student receives specific feedback and/or respond to progress monitoring?

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 8

The SLP provides students with recognition of their growth, effort and accomplishments.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP provides specific verbal feedback and recognition of growth and effort (i.e., certificate of success, parent notification, displaying student names, round of applause from classmates).
- The SLP motivates students by developing rapport which allows to student to feel cared for and safe.
- The SLP adapts type and frequency of recognition or reinforcement based on student need.
- Students appear motivated to make revisions necessary to enhance their learning or progress towards lesson and/or IEP goals.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to provide student recognition but does not actually complete or follow through with these tasks.	The SLP inconsistently provides students with recognition for their growth, effort, and accomplishments.	The SLP consistently provides students with recognition for their growth, effort, and accomplishments.	The SLP consistently provides students with recognition for their growth, effort, and accomplishments and monitors for evidence of the extent to which the students are motivated to improve and adapts recognition/reinforcement based on student need or response.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide recognition for students?	How can you consistently provide recognition for students?	How can you consistently provide recognition for students while monitoring student response and adapting as needed?	What are you learning about how your students respond to recognition?

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 9

The SLP uses techniques to establish and promote student engagement (investment in learning).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP notices when students are not engaged and takes action to re-engage students.
- The SLP uses strategies and a variety of questioning techniques that promote student inquiry, conversation and reflection.
- The SLP develops and/or maintains differentiated student plans that reflect each student's needs, stage of development, learning style and area of exceptionality.
- The SLP uses multiple approaches and modalities for lessons and student activities to promote a high rate of student engagement.
- The SLP transitions and alters pace in accordance with students' individual needs.
- The SLP displays appropriate level of intensity and enthusiasm.
- The SLP establishes and maintains effective relationships with students and uses verbal and nonverbal behaviors to promote student engagement.
- The SLP respects student learning needs/styles.
- Students actively participate in the lesson/activity given prompts or support when needed.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to use techniques to establish and promote student engagement but does not actually complete or follow through with these tasks.	The SLP inconsistently uses techniques to establish and promote student engagement.	The SLP consistently use techniques to establish and promote student engagement.	The SLP consistently use techniques to establish and promote student engagement and monitors for evidence of the extent to which the students are engaged.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use techniques to establish and promote student engagement?	How can you consistently use techniques to establish and promote student engagement?	How can you consistently use techniques to establish and promote student engagement while monitoring for evidence of the extent to which the students are engaged?	What are you learning about how your students maintain engagement?

Domain 2: Instruction

Focus 1: Assuring Quality Student Work and Student Engagement

Element 10

The SLP uses response rate, wait time, and other techniques to promote student engagement in therapy sessions.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP uses wait time and instructional strategies appropriate to individual student cognitive/behavioral challenges.
- The SLP develops and/or maintains differentiated student plans that reflect each student's needs, stage of development, learning style and area of exceptionality.
- The SLP provides accommodations stated on IEP as appropriate to meet student needs.
- The SLP engages students in meaningful work using developmentally appropriate materials and resources (productive and relevant to student goals).
- The SLP uses visual, auditory, tactile, and kinesthetic cues as needed.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to use response rate, wait time, and other techniques to promote student engagement in therapy sessions but does not actually complete or follow through with these tasks.	The SLP inconsistently uses response rate, wait time, and other techniques to promote student engagement in therapy sessions.	The SLP consistently uses response rate, wait time, and other techniques to promote student engagement in therapy sessions.	The SLP consistently uses response rate, wait time, and other techniques to promote student engagement in therapy sessions and monitors for evidence of the extent to which the students are engaged.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide recognition for students?	How can you consistently use techniques to promote student engagement in therapy sessions?	How can you consistently use techniques to promote student engagement in therapy sessions while monitoring for evidence of the extent to which the students are engaged?	What are you learning about how your students maintain engagement?

Domain 2: Instruction

Focus 2: Classroom Environment

Element 11

The SLP maintains an orderly classroom utilizing established classroom routines and procedures.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP establishes clear rules, procedures and routines to ensure student safety and optimize instructional time.
- The SLP creates a physical environment that supports student achievement taking into account social and physical needs.
- The SLP arranges the physical environment for the safety of the students in the setting which services are provided.
- The SLP posts rules (written and/or picture symbols) and/or reviews expectations with students so that they are successful.
- The SLP acknowledges adherence to rules and procedures.
- The SLP assists students in regulating behavior within their functioning level.
- Students behave appropriately in groups: -Add their perspective to discussions -Respect opinions of others – - Ask and answer questions

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to maintain an orderly classroom utilizing classroom routines and procedures but does not actually complete or follow through with these tasks.	The SLP inconsistently maintains classroom rules and procedures and the physical layout of the room is appropriate in order to provide orderly environment.	The SLP consistently maintains classroom rules and procedures and the physical layout of the room is appropriate in order to provide an orderly environment and attempts to monitor that the students follow rules and procedures.	The SLP consistently maintains classroom rules and procedures and the physical layout of the room is appropriate in order to provide an orderly environment and monitors that the students follow rules and procedures.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How might you establish and maintain student rules and procedures and ensure that the physical layout of the room is appropriate to provide and orderly environment?	How can you establish and maintain rules and procedures and ensure that the physical layout of the room is appropriate to provide an orderly environment and monitor for evidence that students are following rules and procedures?	How might you consistently monitor for evidence that the students follow rules and procedures during the lesson that ensures that ALL student achieve the desired effect?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 2: Classroom Environment

Element 12

The SLP uses behavior associated with “with-it-ness” to maintain adherence to rules and procedures.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP recognizes potential sources of disruption and sets the tone for positivity and redirection following individual behavioral/communication plans.
- The SLP proactively addresses inflammatory situations.
- The SLP maintains a cooperative, caring learning climate.
- The SLP adjusts student demands in response to student behavior.
- The SLP encourages open discussion in a risk-free environment.
- The SLP communicates a belief system that all children can learn.
- The SLP maintains consistent and fair behavior management system.
- The SLP conveys and establishes clear behavioral expectations.
- Students recognize the SLP is aware of their behavior.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to use behavior associated with “with-it-ness” to maintain adherence to rules and procedures but does not actually complete or follow through with these tasks.	The SLP inconsistently uses behavior associated with “with-it-ness” to maintain adherence to rules and procedures.	The SLP consistently uses behavior associated with “with-it-ness” to maintain adherence to rules and procedures.	The SLP consistently uses behavior associated with “with-it-ness” to maintain adherence to rules and procedures and monitors and adjusts to student behavior throughout sessions.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use behaviors associated with “with-it-ness”?	How can you consistently use behaviors associated with “with-it-ness”?	In addition to using behaviors associated with “with-it-ness,” how can you monitor the effect on student behavior?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 2: Classroom Environment

Element 13

The SLP displays objectivity and control.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP does not exhibit extremes in positive or negative emotions.
- The SLP addresses inflammatory issues and events in a calm and controlled manner.
- The SLP interacts with all students in the same calm and controlled fashion.
- The SLP does not take student misbehavior personally.
- Students are settled by the SLP's calm demeanor.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to display objectivity and control but does not actually complete or follow through with these tasks.	The SLP inconsistently displays objectivity and control.	The SLP consistently displays objectivity and control.	The SLP consistently behaves in an objective and controlled manner and monitors and adapts based on effect on the classroom climate.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you behave in an objective and controlled manner?	How can you consistently behave in an objective and controlled manner?	In addition to behaving in an objective and controlled manner, how can you monitor the effect of the classroom climate?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 14

The SLP engages students in linking activities to connect what they already know to new content or skills

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP uses preview questions and asks students questions to determine what they already know about the content.
- The SLP provides visual supports in order for students to organize and make connections when applicable.
- The SLP develops comprehensive lesson plans/activities for students, finding ways to creatively meet student needs.
- The SLP captures key ideas and links them to students' prior knowledge using multiple approaches in lesson presentation.
- The SLP uses motivational, multi-modal activities to introduce/support instruction.
- The SLP pre-teaches/supports key and academic vocabulary as appropriate.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to engage students in linking activities to connect when they already know to new content but does not actually complete or follow through with these tasks.	The SLP inconsistently engages students in learning activities that require them to preview and link new knowledge to previously presented academic, skill, and/or background knowledge.	The SLP consistently engages students in learning activities that require them to preview and link new knowledge to previously presented academic, skill, and/or background knowledge.	The SLP engages students in learning activities that require them to preview and link new knowledge to previously presented academic, skill, and/or background knowledge and monitors the extent to which the students are making connections.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How you can engage students in learning activities that require them to preview and link new knowledge to previously presented academic, skill, and/or background knowledge?	How you can consistently engage students in learning activities that require them to preview and link new knowledge to previously presented academic, skill, and/or background knowledge?	In addition to engaging students in activities that require them to preview and link new knowledge to previously presented academic, skill, and/or background knowledge, how can you monitor if the students are making the connections?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 15

The SLP cues critical information.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP tells students to get ready for important information or ensures student is engaged before presenting information.
- When appropriate or necessary, the SLP teaches about nonverbal communication such as: *Tone of voice
*Proximity *Facial expression

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to cue critical information but does not actually complete or follow through with these tasks.	The SLP inconsistently signals students to let them know which content is critical.	The SLP consistently signals students to let them know which content is critical.	The SLP consistently signals students to let them know which content is critical and monitors for the extent to which the students are attending to critical information.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you signal students to let them know which content is critical?	How can you consistently signal students to let them know which content is critical?	In addition to signaling students to let them know which content is critical, how might you monitor the extent to which students attend to critical information?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 16

The SLP uses cooperative learning strategies in small groups when applicable to student needs.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP establishes routines for student interaction.
- The SLP establishes small groups for therapy within the parameters set by school schedule, IEP needs, etc.
- The SLP develops comprehensive plans for students and finds ways to creatively meet student needs.
- The SLP uses cooperative learning strategies that promote student inquiry, conversation, and reflection while supporting the intellectual, social, and personal development of diverse learners.
- Students behave in an expected manner in groups with prompts/supports as n

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to use cooperative learning strategies in small groups but does not actually complete or follow through with these tasks.	The SLP inconsistently uses cooperative learning strategies when needed in small groups.	The SLP consistently uses cooperative learning strategies when needed in small groups	The SLP consistently uses cooperative learning strategies when appropriate in small groups and monitors and adapts to meet student needs.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use cooperative learning strategies when needed in small group?	How can you consistently use cooperative learning strategies when needed in small group?	In addition to using cooperative learning strategies when needed in small group, how can you monitor and adapt to meet student needs?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 17

The SLP chunks new information into small amounts and actively engages groups of students in processing the chunks of new information.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP engages students in summarizing, predicting, questioning and/or clarifying activities.
- The SLP provides graphic organizers and/or other organizational tools to support students in understanding new information.
- The SLP develops comprehensive plans/activities for students and finds ways to creatively meet student needs.
- The SLP uses multiple approaches and modalities for lessons and student activities.
- The SLP provides accommodations stated on IEP to meet student needs as needed.
- The SLP engages students in meaningful work using developmentally appropriate materials and resources (productive and relevant to student goals).
- When applicable, students are actively discussing new information presented.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to chunk new information into small amounts and to actively engage students in processing the information but does not actually complete or follow through with these tasks.	The SLP inconsistently chunks new information into small amounts and actively engages students in processing the information.	The SLP consistently chunks new information into small amounts and actively engages students in processing the information.	The SLP consistently chunks new information into small amounts and actively engages students in processing the information while monitoring the extent to which the activities enhance the students' understanding and scaffolding as needed.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you chunk new information into small amounts and actively engage students in processing the information?	How can you consistently chunk new information into small amounts and actively engage students in processing the information?	In addition to chunking new information into small amounts and actively engaging students in processing the information, how can you monitor the extent to which the activities enhance the students' understanding?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 19

The SLP engages students in activities that require elaborative inferences for students who have such goals on their IEPs.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP asks questions that require students to make inferences about the content/strategy.
- The SLP asks students to explain their inferences.
- The SLP presents situations for problems that require inferences.
- Students provide explanations for their inferences.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to engage students in activities that require elaborative inferences when required by IEP goals but does not actually complete or follow through with these tasks.	The SLP inconsistently engages students in answering inferential questions when required by IEP goals.	The SLP consistently engages students in answering inferential questions when required by IEP goals.	The SLP consistently engages students in answering inferential questions and monitors the extent to which the students elaborate on what was explicitly taught.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	When required by IEP goals, how can you engage students in answering inferential questions?	When required by IEP goals, how can you consistently engage students in answering inferential questions?	In addition to engaging students in answering inferential questions when required by IEP goals, how can you monitor the extent to which the students elaborate on what was explicitly taught?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 3: Interacting with New Knowledge

Element 20

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

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP asks students to state or record what they are clear about and what they are confused about.
- The SLP asks students to state or record what helped them learn.
- The SLP encourages open discussion in a risk-free environment.
- The SLP communicates a belief system that all children can learn.
- The SLP incorporates students in monitoring their progress

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to engage students in activities that help them reflect on their learning but does not actually complete or follow through with these tasks.	The SLP inconsistently engages students in reflecting on their learning.	The SLP consistently engages students in reflecting on their learning.	The SLP engages students in reflecting on their learning and monitors for the extent to which the students self-assess their understanding and effort.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in reflecting on their learning?	How can you consistently engage students in reflecting on their learning?	In addition to engaging students in reflecting on their learning, how can you monitor for the extent to which the students self-assess their understanding and effort?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 4: Deepening and Practicing Knowledge

Element 21

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

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP provides review of goals related to specific content.
- The SLP provides specific strategies to review information.
- The SLP captures key ideas and links them to students' prior knowledge using multiple approaches to presenting information.
- Students can recall and describe the previous content

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to engage students in a brief review of content that highlights critical information but does not actually complete or follow through with these tasks.	The SLP inconsistently engages students in a brief review of content that highlights the critical information.	The SLP consistently engages students in a brief review of content that highlights the critical information.	The SLP consistently engages students in a brief review of content that highlights the critical information and monitors for the extent to which the students can recall and describe previous content.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in reflecting on their learning and the learning process?	How can you consistently engage students in reflecting on their learning and the learning process?	In addition to engaging students in a brief review of content that highlights the critical information, how can you monitor for the extent to which the students can recall and describe previous content?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 4: Deepening and Practicing Knowledge

Element 22

The SLP uses cooperative learning when appropriate and other strategies to help students practice and deepen knowledge.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP engineers environment and plans activities to provide ongoing information to students related to individual student needs and allow for practice of these skills.
- The SLP organizes students into purposeful groups dependent on school schedule, student needs, IEP goals, etc. to facilitate the deepening of knowledge.
- Students interact in ways that will deepen their knowledge (Asking questions, Obtaining and processing feedback, Sharing/explaining critical information).
- The SLP schedules/organizes student groups in order to maximize cooperative learning strategies in order to facilitate learning of skills identified on students' IEPs as appropriate.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to use cooperative learning and other strategies to help students practice and deepen knowledge but does not actually complete or follow through with these tasks.	When appropriate, the SLP inconsistently uses cooperative learning and other strategies to help students practice and deepen knowledge.	When appropriate, the SLP consistently uses cooperative learning and other strategies to help students practice and deepen knowledge.	When appropriate, the SLP consistently uses cooperative learning and other strategies to help students practice and deepen knowledge. and monitors for the extent to which the group work extends the students' learning.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use cooperative learning and other strategies to help students practice and deepen knowledge?	How can you consistently use cooperative learning and other strategies to help students practice and deepen knowledge?	In addition to using cooperative learning and other strategies to help students practice and deepen knowledge, how can you monitor for the extent to which the group work extends the students' learning?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 4: Deepening and Practicing Knowledge

Element 23

The SLP helps students deepen knowledge by examining similarities and difference between content (i.e., phonemic sound production elements, verb tenses, semantic relationships).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP engages students in activities that require students to examine similarities and differences between content.
- The SLP captures key ideas and links them to students' prior knowledge using multiple approaches.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to help students deepen knowledge by examining similarities and differences between content but does not actually complete or follow through with these tasks.	The SLP inconsistently helps students deepen knowledge by examining similarities and differences between content.	The SLP consistently helps students deepen knowledge by examining similarities and differences between content.	The SLP consistently helps students deepen knowledge by examining similarities and differences between content and monitors for the extent to which the students are deepening their knowledge.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you help students to examine similarities and differences in content presented?	How can you consistently help students to examine similarities and differences in content presented?	How can you consistently help students to examine similarities and differences in content presented?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 4: Deepening and Practicing Knowledge

Element 25

The SLP engages students in practice activities that help them develop competence and confidence with procedural knowledge (skill, strategy or process).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP engages students in small group or individual, guided practice activities as appropriate.
- The SLP scaffolds and modifies practice activities base on student responses/interaction.
- The SLP collaborates with general education and ESE teachers to promote practice and learning as appropriate.
- Students perform the skill, strategy, or process with increased competence and confidence.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to engage students in activities that develop competence and confidence with procedural knowledge but does not actually complete or follow through with these tasks	The SLP inconsistently engages students in activities that develop competence and confidence with procedural knowledge.	The SLP consistently engages students in activities that develop competence and confidence with procedural knowledge.	The SLP consistently engages students in activities that develop competence and confidence with procedural knowledge and monitors the extent to which the practice is increasing students' competence.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that develop competence and confidence with procedural knowledge?	How can you consistently engage students in activities that develop competence and confidence with procedural knowledge?	In addition to consistently engaging students in activities that develop competence and confidence with procedural knowledge, how can you monitor the extent to which the practice is increasing students' competence?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 4: Deepening and Practicing Knowledge

Element 26

The SLP provides opportunities for independent practice at home or in class as appropriate.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP communicates a clear purpose for the practice, assignment, or activity.
- The SLP engages families and teachers in program implementation as appropriate.
- The SLP collaborates with general education and ESE teachers for students to practice skills across settings.
- The SLP assigns well-crafted practice activities that allow students to practice and deepen their knowledge independently when appropriate.
- Students can describe how the assignment will deepen their understanding or help them practice a skill, strategy, or process

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to provide opportunities for independent practice but does not actually complete or follow through with these tasks.	When appropriate, the SLP inconsistently provides opportunities for independent practice.	When appropriate, the SLP consistently provides opportunities for independent practice.	When appropriate, the SLP consistently provides opportunities for independent practice and monitors progress and adapts as needed.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	When appropriate, how can you provide opportunities for independent practice?	When appropriate, how can you consistently provide opportunities for independent practice?	In addition to provide opportunities for independent practice, how can you monitor progress and adapt as needed?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 2: Instruction

Focus 5: Applying Learned Knowledge

Element 29

The SLP facilitates students making decisions, solving problems, investigating and engaging in experimental inquiry when appropriate (i.e., situation calls for it, targeting IEP goals).

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP engages students in learning activities/conflict resolution that support intellectual, social, and personal development of diverse learners at their developmental level with scaffolding as needed.
- The SLP engages students with explicit tasks that target decision-making, problem solving, and/or experimental inquiry.
- The SLP facilitates students' use of strategies that promotes student inquiry, conversation, and/or reflection.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to facilitate students in making decisions, solving problems, investigating, and engaging in experimental inquiry when appropriate but does not actually complete or follow through with these tasks.	When it would be appropriate, the SLP inconsistently facilitates students in making decisions, solving problems, investigating, and engaging in experimental inquiry.	When it would be appropriate, the SLP consistently facilitates students in making decisions, solving problems, investigating, and engaging in experimental inquiry.	The SLP consistently facilitates students in making decisions, solving problems, investigating, and engaging in experimental inquiry and monitors the extent to which the students are using these skills.

Reflection Question

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
How can you begin to incorporate some aspects of this strategy into your instruction?	How can you facilitate students in making decisions, solving problems, investigating, and engaging in experimental inquiry when appropriate?	How can you consistently facilitate students in making decisions, solving problems, investigating, and engaging in experimental inquiry when appropriate?	In addition to consistently facilitating students in making decisions, solving problems, investigating, and engaging in experimental inquiry when appropriate, how can you monitor the extent to which the students are using these skills?	What are you learning about your students as you plan for and adapt to meet the unique needs of all learners?

Domain 3: Reflection and Revision

Element 30

The SLP uses data analysis to make instructional decisions.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP engages in data based decision-making, including gathering and interpreting data for individual students as well as for overall program evaluation.
- The SLP collects and records student data related to IEP goals using school-wide progress monitoring and/or clinician-made data collection tools.
- The SLP records monitors progress on a routine schedule.
- The SLP uses data to explain the strengths and weaknesses of specific lessons/activities and writes clear, measurable goals and objectives for quality IEPs.
- The SLP collaborates with the MTSS/PST team in reviewing student data to guide instruction and identify the need for referrals and/or evaluations to determine ESE eligibility under IDEA.
- The SLP differentiates instruction based on data.
- The SLP identifies specific causes of student success or difficulty and works with the teacher and/or IEP team to implement strategies to further success.
- The SLP collaborates with school teams and administration in configuring school-wide programs that employ a continuum of service delivery models in the least restrictive environment

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to use data analysis to make instructional decisions but does not actually complete or follow through with these tasks.	Through the use of data, the SLP determines how effective a lesson/therapy was in enhancing student achievement but does not use the analysis when making instructional decisions.	Through the use of data, the SLP determines how effective a lesson/therapy was in enhancing student achievement. This analysis is used when making instructional decisions and differentiating instruction.	The SLP records and uses data to determine how effective a lesson/therapy session was in enhancing student achievement. This analysis is used when making instructional decisions and differentiating instruction.

Domain 3: Reflection and Revision

Element 32

The SLP will identify specific strategies and/or behaviors related to an element in a domain on which to improve in a written Deliberate Practice Plan goal and state progress towards goal.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP's reflection is thoughtful and perceptive, which may include citing specific examples that were not fully successful for at least some students. This reflection may require the SLP to draw on an extensive repertoire to suggest alternative strategies.
- The SLP considers results of Parent/Guardian Survey to modify communication with families and improve upon professional practices
- Based on reflection of practice, the SLP seeks out continuing educational/professional development experiences to update knowledge base and hone skills.
- The SLP identifies and keeps track of specific areas of strengths and weaknesses within a domain.
- The SLP constructs a DPP that outlines measurable goals, action steps, timelines, and appropriate resources.
- The SLP can describe progress toward meeting the goals outlined in the plan supported by evidence (student data, student work, peer, self and observer feedback).

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to identify specific strategies and behaviors from a domain on which to improve and develop a written DPP but does not actually complete or follow through with these tasks.	The SLP identifies specific strategies and/or behaviors related to an element within a domain on which to improve but does not select those that are most useful for his/her development or the SLP develops a written DPP but does not make needed modifications/improvements to make progress towards the goal.	The SLP identifies specific strategies and/or behaviors related to an element within a domain on which to improve that will be most useful for his/her development and develops a written DPP but does not make needed modifications/improvements to make progress towards the goal.	The SLP identifies specific strategies and/or behaviors related to an element within a domain on which to improve that will be most useful for his/her development and develops a written DPP Plan with clear measurable goals, stating progress and making modifications as needed.

Domain 3: Reflection and Revision

Element 33

The SLP demonstrates a professional growth mindset by maintaining appropriate certification/licensure, seeking/responding to feedback, and pursuing learning opportunities.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- Based on reflection of practice, the SLP seeks out continuing educational/professional development opportunities.
- The SLP actively seeks input from appropriate school personnel to address issues that impact instruction.
- The SLP is open to feedback from administrators and peers.
- The SLP shares expertise and new ideas with colleagues to enhance student learning.
- The SLP is continually seeking ways to improve the treatment plan or program and makes changes as needed to respond to student, parent, or teacher input.
- The SLP maintains certification and/or licensure requirements.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to demonstrate a professional growth mindset by maintaining appropriate certification/licensure, seeking/responding to feedback, and/or pursuing learning opportunities but does not actually complete or follow through with these tasks.	The SLP inconsistently demonstrates a professional growth mindset by maintaining appropriate certification/licensure, seeking/responding to feedback, and/or pursuing learning opportunities.	The SLP consistently demonstrates a professional growth mindset by maintaining appropriate certification/licensure, seeking/responding to feedback, or pursuing learning opportunities.	The SLP consistently demonstrates a professional growth mindset by maintaining appropriate certification/licensure, seeking/responding to feedback, and pursuing learning opportunities.

Domain 4: Professional Responsibilities

Element 34

The SLP implements and consistently adheres to the school and district rules and procedures.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
- The SLP fulfills responsibilities in a timely manner.
- The SLP stays informed of state and district referral and intervention processes regarding observations and testing.
- The SLP has extensive knowledge of special education laws and procedures.
- The SLP is involved in efforts of school to prevent academic failure through participation in Student Problem Solving Teams and shares policies and procedures with staff.
- The SLP takes an active role in reviewing and revising district policies and offers intervention strategies within Problem Solving Team/collaborative frameworks following district/state guidelines.
- The SLP is efficient in responding to referrals and follows district policies and procedures for referrals.
- The SLP conducts assessments in collaboration with others (gen. ed. teachers, psychologists, therapists, ESE teachers, reading coaches, etc.)
- The SLP assesses student performance and the cognitive, socials, emotional and physical factors that influence learning when making instructional/therapy decisions.
- The SLP actively participates in Problem Solving teams and responds to observation/evaluation requests in a timely fashion (adheres to 60-day compliance rule for assessments and completes compliance log).

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to perform this activity but does not actually complete or follow through with these attempts.	The SLP is aware of district and school rules and procedures but does not consistently implement or adhere to all of these rules and procedures.	The SLP implements and consistently adheres to the school and district rules and procedures.	The SLP is a leader in implementing and adhering to school and district rules/procedures and assists others with this task.

Domain 4: Professional Responsibilities

Element 35

The SLP knows the district and school initiatives and participates accordingly.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP participates in school activities and events as appropriate to support students and families and makes a meaningful contribution to school/district events and initiatives.
- The SLP shares knowledge of resources for students available through the school or district and in the larger community.
- The SLP works with a variety of individuals and agencies who may be involved with student learning (CARD, CMS, OT, PT, vision, AAC, etc.).
- The SLP actively participates in and offers intervention strategies within Problem Solving Team/collaboration frameworks following district/state guidelines as appropriate.
- The SLP follows district policies and procedures and shares policies and procedures with staff.
- The SLP participates in school-based decision-making forums.
- The SLP participates in professional learning community activities with colleagues.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to perform this activity but does not actually complete or follow through with these attempts.	The SLP is aware of the district's and school's initiatives but infrequently follows through with participation.	The SLP is aware of the district's and school's initiatives and frequently participates.	The SLP is a leader in knowing and participating in district and school initiatives and assists others with this task.

Domain 4: Professional Responsibilities

Element 36

The SLP positively contributes to the overall school culture.

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP works cooperatively with appropriate school personnel to address issues that impact student learning.
- The SLP establishes working relationships that convey integrity, confidentiality, respect, flexibility, fairness and trust.
- The SLP accesses available expertise and resources to support students' learning needs.
- The SLP helps extinguish negative conversations about others.
- The SLP conducts assessments independently or in collaboration with others (psychologist, therapists, Reading coaches, etc.)
- The SLP communicates with families in a manner highly sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family.
- The SLP reaches out to families of students to enhance trust.
- The SLP responds promptly and appropriately to parent concerns.
- As part of a team, the SLP considers diverse student needs to make referrals to district and community support systems as needed.
- SLP collaborates with the MTSS/IEP team and/or administrators regarding cases on individual students.
- The SLP establishes and maintains respectful and productive professional relationships.
- The SLP promotes positive communication and collaborates with colleagues (through face-to-face meetings, e-mails, or other correspondence)
- The SLP may assume a leadership role with colleagues.
- The SLP maintains professional appearance and demeanor

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to perform this activity but does not actually complete or follow through with these attempts.	The SLP inconsistently interacts with colleagues in a manner that promotes a positive overall school culture.	The SLP consistently interacts with colleagues in a manner that promotes a positive overall school culture.	The SLP is a leader in contributing and promoting a positive school culture and assists others with this task.

Domain 4: Professional Responsibilities

Element 37

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

Sample Evidence (Evidence does not have to include all, nor is it limited to, these items.)

- The SLP fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust.
- The SLP ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns and contacts family when there are changes.
- The SLP encourages parent involvement in educational planning, decision-making, and program implementation.
- The SLP exhibits awareness and sensitivity to social, cultural and language backgrounds of families.
- The SLP responds to requests for support, assistance, and/or clarification within a reasonable amount of time.
- The SLP respects and maintains confidentiality of student/family information.
- The SLP converses about or with students and/or parents in a positive and respectful manner.
- The SLP secures necessary permissions and communicates with families in a manner highly sensitive to cultural traditions, linguistic traditions, and/or unique characteristics of the family.
- The SLP sends informative quarterly progress reports to parents.

Scale

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
The strategy is called for, but not used by the SLP.	The SLP attempts to perform this activity but does not actually complete or follow through with these attempts.	The SLP inconsistently interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	The SLP consistently interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	The SLP is a leader in interacting with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Leon LEADS

Teacher User Guides

Revised Summer 2021



Creating a Deliberate Practice Plan (DPP) - Teacher

Step 1: Access your Leon LEADS tile from your Classlink portal. Classlink can be accessed via the shortcut on the Leon County Schools (LCS) homepage (www.leonschools.net).



OR Access Leon LEADS by clicking on the popular links tab on the LCS home page. Click on the Professional Learning link. Click on the link entitled “Leon Leads” – PD Registration and Evaluation.

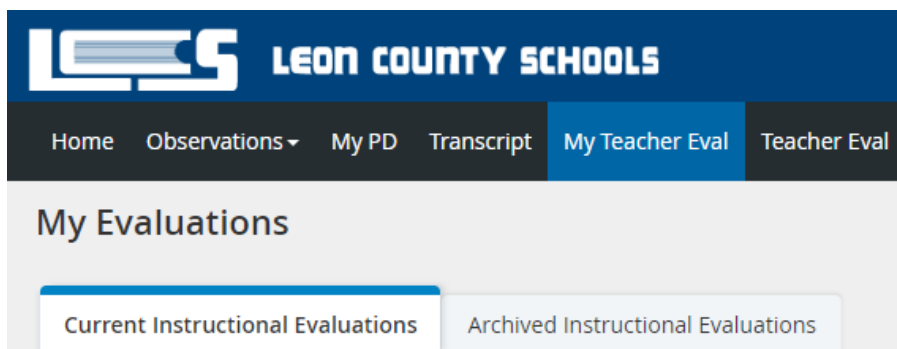


Step 2: Enter your LCS username & password.
Username = schools\doej (you must enter the **schools**)
Password = LCS password

You should now be in the Leon LEADS PD and Evaluation System

These are step-by-step instructions to assist with creating a Deliberate Practice Plan.

Step 3: To begin, click the **My Teacher Eval** tab

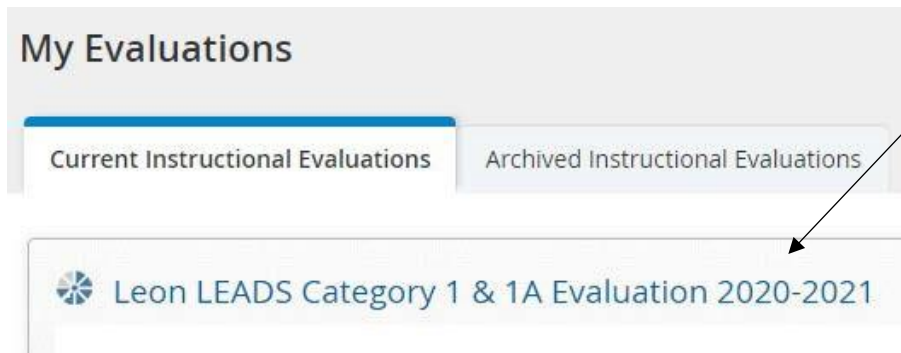


The **My Evaluations** screen will display.

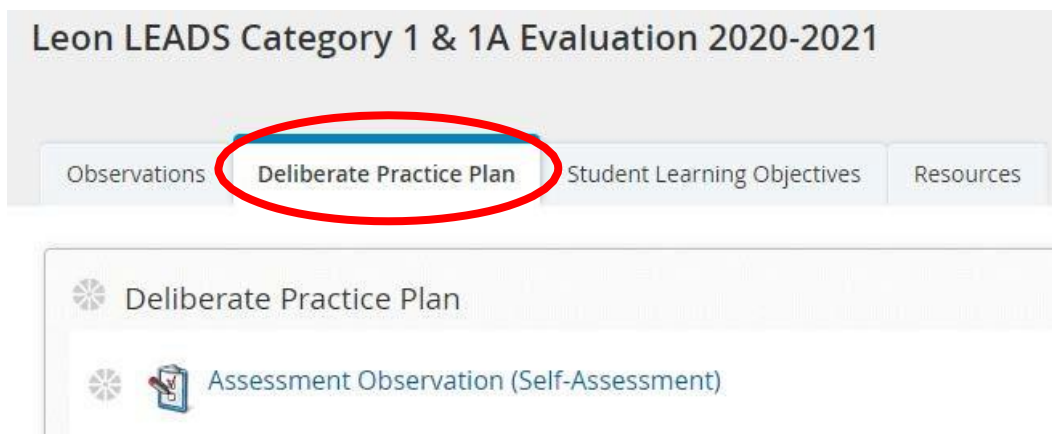
Current Instructional Evaluations – should show your Leon LEADS Category and plan.

Archived Evaluations will have your evaluations from previous years once they have been completed and uploaded to the Archive folder.

Step 4: Under the “Current Instructional Evaluations” tab, click on the hyperlink to your category plan.



Step 5: Click on the Deliberate Practice Plan tab.

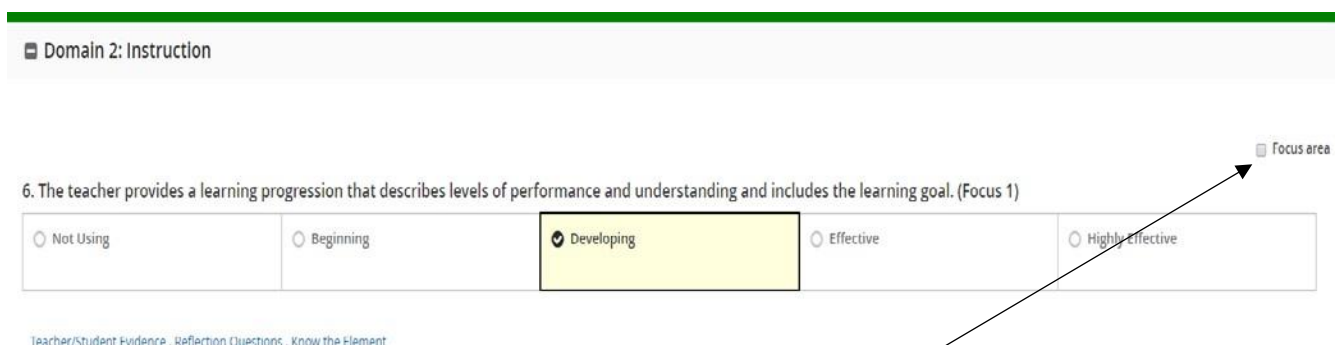


Step 6: The Self-Assessment is an optional part of the Deliberate Practice plan process. It is highly encouraged for beginning teachers or for those new to LCS. If you are not completing the Self-Assessment, skip to Step 13.

Click on the  [Assessment Observation \(Self-Assessment\)](#) link. The teacher evaluation self-assessment will appear.

Step 7: Click the START button.

Step 8: Expand the Domain and provide your self-rating for the Elements.



Focus Area: Denotes a pre-chosen element to focus on throughout the year.

Step 9: When you have finished with the ratings, click the “**Share**” button on the upper-right hand corner of the screen if you would like to share your self-assessment with your administrator. A pop-up window will appear.

Share

Which elements would you like to share with all participants of this observation?

3 sharable elements.

SHARE	ELEMENTS
<div>On</div>	<div>Details</div> <div>Shares the details for this observation.</div>
<div>On</div>	<div>Evidence</div> <div>Shares the comments in the evidence field for each part of the competency framework.</div>
<div>On</div>	<div>Ratings</div> <div>Shares the rating for each part of the competency framework.</div>

Save

Cancel

Step 10: Select the information to be shared with the administrators by clicking the toggle switches. Then click Save.

Step 11: Click **Finalize**. You have now completed the Self-assessment.

Step 12: Click your Category plan link at the top of the screen to get back to your Deliberate Practice Plan tab.

Home

Observations

My PD

Transcript

My Teacher Eval

Teacher Eval

Non

Non LEADS Category 1 & 1A Evaluation 2020-2021

Assessment Observation (Self-Assessment)

LEADS Teacher Instructional Practice Evaluation on M

Teacher2, Test

***Step 13:** Click **Create Deliberate Practice Plan**

Step 14: Select the element from the drop down menu that you will work on for the school year. Be sure to review all pertinent data before selecting your element. This should be the element that you intend to work on throughout the year for professional growth.

Deliberate Practice Form

Started by Test Teacher2. Last update August 31, 2020 at 03:15:10 PM by Test Teacher2.

1 of 7 required fields contain data.

Element *

14. The teacher engages students in linking activities to connect what they already kno

Select One

1. The team or teacher ensures that the unit reflects the state standards and includes comm

Step 15: Describe the current student behavior or learning that you would like to improve as a result of focusing on this target element.

Step 16: Describe the changes in student behavior or learning that you would expect to see as a result of focusing on this target element.

Step 17: Select your Baseline, Midpoint and Final Growth Level

* Baseline Level/Score

* Anticipated Midpoint Growth Level Score

* Anticipated Final Growth Level Score

Step 18: Fill in your Goal.

Step 19: You may fill in the Classroom Action Steps and Resources and Materials information. These steps are optional but may be helpful to organize your growth plan.



Step 20: After completing all required fields, click  to the right of your chosen element. A pop up window will appear.

Step 21: Click Yes, Share in order for your administrator to be alerted that your Deliberate Practice Plan is complete and ready to be reviewed.

Step 22: Click Back to Plan. You will now see a check mark next to Deliberate Practice Plan and your administrator has been alerted. You will receive notification when the administrator has provided feedback and approved. Once approved, the checkmark will then turn green.

Observations	Deliberate Practice Plan	Student Learning Objectives
--------------	---------------------------------	-----------------------------

Deliberate Practice Plan Last Status Update - 08/31/2020 @ 2:44

Assessment Observation (Self-Assessment)
Last Status Update - 08/31/2020 @ 3:08 PM

Create Deliberate Practice Plan *
Last Status Update - 08/31/2020 @ 3:25 PM
Based on the completed Self-Assessment, complete the table below.

DPP Reflection – Process (During & at end of year) – Teacher

Step 1: Access your Leon LEADS tile from your Classlink portal. Classlink can be accessed via the shortcut on the Leon County Schools (LCS) homepage (www.leonschools.net).



Step 2: Click the **My Teacher Eval** tab and select your current plan.

A screenshot of the "My Evaluations" section in the Leon LEADS system. It shows two tabs: "Current Instructional Evaluations" (active) and "Archived Instructional Evaluations". Below the tabs, there is a single evaluation entry titled "Leon LEADS Category 1 & 1A Evaluation 2020-2021" with a gear icon on the left.

Step 3: Click on the Deliberate Practice Plan tab.

Step 4: Click **Reflection**. The first item to appear will be a recap of your DPP.

Step 5: Scroll down to the reflection log text box to enter the date of the reflection and answer questions as necessary. For future or further reflections, click the Add button at the bottom of the screen.

Reflection Log (1)

A screenshot of the "Reflection Log" form. At the top, it says "Added by Test Teacher2. Last update August 31, 2020 at 03:41:50 PM by Test Teacher2." and "Contains no required fields." Below this is a "Date" label and a text input field with the placeholder "mm/dd/yyyy". Underneath is the question "What am I learning about the element?" followed by a rich text editor toolbar with various icons like bold, italic, link, and image.

Step 6: When you have finished entering information for the current session, click Back to Plan. When all reflections are completed for the year, select

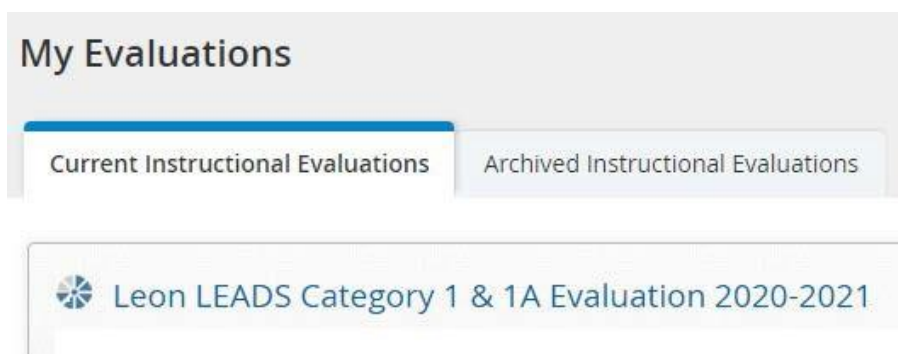
Mark Activity Complete

End of the Year DPP Summary & Acknowledgment - Teacher

Step 1: Access your Leon LEADS tile from your Classlink portal. Classlink can be accessed via the shortcut on the Leon County Schools (LCS) homepage (www.leonschools.net).



Step 2: Click the **My Teacher Eval** tab and select your current plan.



Step 3: Click on the Deliberate Practice Plan tab.

Step 4: Click **End of Year Deliberate Practice Summary**. The first item to appear will be a recap of your DPP.

Step 5: Select the element that was the focus of the deliberate practice plan from the drop-down list.

Step 6: Select the score received on the baseline evaluation from the drop-down list.

Step 7: Enter a goal that corresponds to the element chosen and that corresponds to the baseline evaluation score. The goal should be to achieve a higher score than the baseline level score.

Step 9: Select your highest rating for your DPP element

Step 9: Write a paragraph about what you have learned about your DPP target element.

Step 10: When you have finished entering information, click the Mark Activity Complete button. You should now see a green check next to the End of Year Deliberate Practice Summary section on the DPP page.

Your administrator has now been sent an e-mail stating that you have completed your DPP for review. When they give you feedback or approve your plan you will receive an email notification.

Creating Student Learning Objectives SLOs - Teacher

Step 1: Access your Leon LEADS tile from your Classlink portal. Classlink can be accessed via the shortcut on the Leon County Schools (LCS) homepage (www.leonschools.net).



OR Access Leon LEADS by clicking on the popular links tab on the LCS home page. Click on the Professional Learning link. Click on the link entitled “Leon Leads” – PD Registration and Evaluation.



Step 2: Enter your LCS username & password.

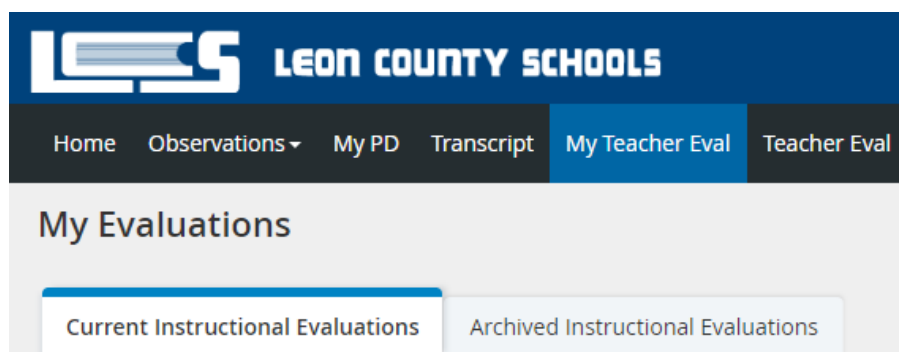
Username = schools\doej (you must enter the **schools**)

Password = LCS password

You should now be in the Leon LEADS PD and Evaluation System

These are step-by-step instructions to assist with writing Student Learning Objectives (SLOs).

Step 3: To begin, click the **My Teacher Eval** tab

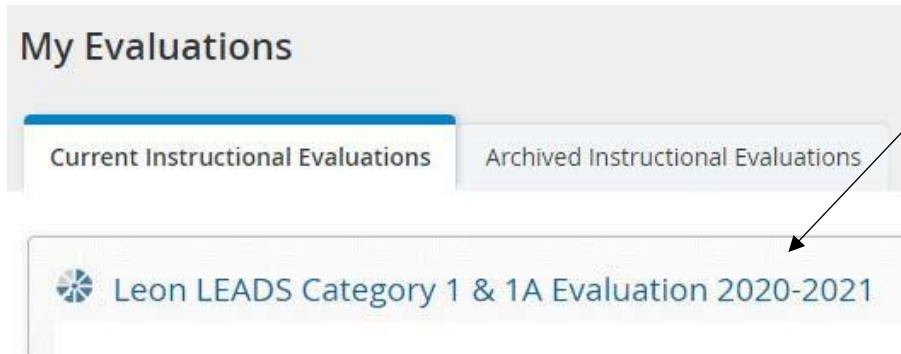


The **My Evaluations** screen will display.

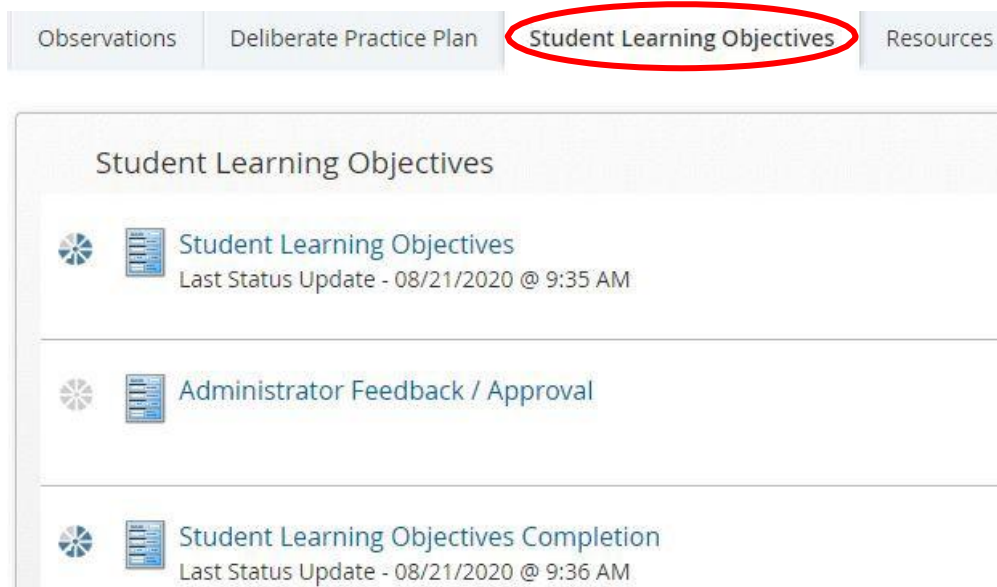
Current Instructional Evaluations – should show your Leon LEADS Category and plan.

Archived Evaluations will have your evaluations from previous years once they have been completed and uploaded to the Archive folder.

Step 4: Under the “Current Instructional Evaluations” tab, click on the hyperlink to your category plan.



Step 5: Click on the Student Learning Objectives tab



Step 6: Click on the [Student Learning Objectives](#) link

Step 7: Using the text box, type a student learning objective.

This will be one of the **FOUR** suggested goals for the SLOs. Please make the SLOs as detailed as possible so that you will be able to measure the objective.

Step 8: Select how the Objective will be measured

* How will it be measured? --Select One--

*If you select the last option “**other assessment measure**” you will need to describe in detail the assessment measure and method in the box provided.*

Teachers must choose an assessment other than state/national assessments as the measurement tool.

Add

Step 9: Click the button to start your next SLO. Repeat this process each time until you have created all of your SLOs individually. Note- please do not place all SLOs in the same box, you

Add

must click every time.

Repeat steps 7 – 9 until you have created all of your SLO’s.

Step 10: Use the drop down menu to Confirm that all of your students are represented within your SLOs.

Student Learning Objectives Teacher's Acknowledgment



Started by Test Teacher2. Last update September 08, 2020 at 08:22:31 AM by Test Teacher2.

0 of 1 required fields contain data.

I acknowledge that all of my students are represented by these student learning objectives. *

Select One
Select One
Confirmed

Mark Activity Complete

Step 11: Click the button when all SLOs have been entered and the Confirmation is complete. This will send an e-mail to your administrators that you have completed your SLO’s.

Student Learning Objectives (SLOs) Template

SLO Sample (*Required fields)

***Objective** – Write your Student Learning Objective (1 of 4).

***How will it be measured?** – In Leon LEADS, you will select the assessment used to measure student performance as it relates to this objective from a drop down menu. For planning purposes, circle the assessment. If the assessment is not listed, circle “Other Assessment Measure” and continue to the next step. Teachers must chose an assessment other than state/national assessments as the measurement tool.

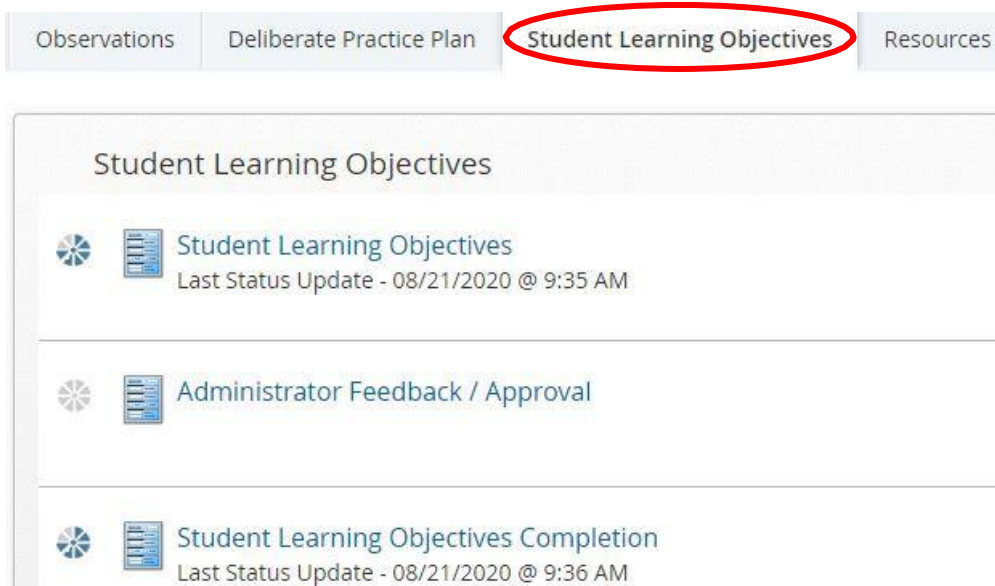
AIMS Web
Curricular Assessments District
Core Adopted materials assessment
Developed Assessment
District Developed EOY Assessment
Go Math Assessments
Performance Based Measures
STAR/Renaissance
Teacher Developed Assessment
Team Developed Assessment
Waterford
Wonders Assessment
Other Assessment Measure

Other measurement method – if you chose “Other Assessment Measure” above, please list and/or describe the assessment measure to be used.

Student Learning Objectives Completion - Teacher

Completing the Student Learning Objectives Completion activity – End of Year:

Step 1: After accessing your plan, click on the Student Learning Objectives tab



The screenshot shows a navigation bar with four tabs: "Observations", "Deliberate Practice Plan", "Student Learning Objectives" (which is circled in red), and "Resources". Below the tabs, the "Student Learning Objectives" section is displayed. It contains three items, each with a gear icon and a document icon:

- Student Learning Objectives**
Last Status Update - 08/21/2020 @ 9:35 AM
- Administrator Feedback / Approval**
- Student Learning Objectives Completion**
Last Status Update - 08/21/2020 @ 9:36 AM

Step 2: Click **Student Learning Objectives Completion**.

Step 3: The first Student Learning Objective will be displayed. Scroll down to the **Objective Met? ***

Select One ▼

section and select "yes" if the goal was met and "no" if it was not.

Step 4: Repeat Step 3 for each SLO.

Step 5: After you have selected 'Yes' or 'No' for each SLO entered, click

Mark Activity Complete

After you click "Mark Complete," you will be returned to the evaluation plan page and should see a green check next to the Student Learning Objectives Completion activity.



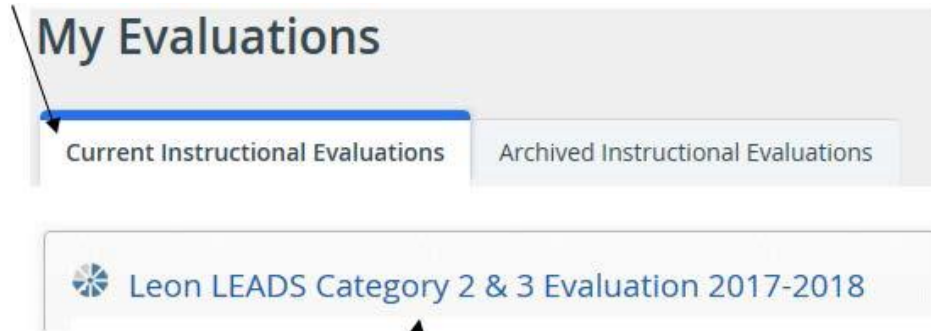
The screenshot shows a green checkmark icon next to the text "Student Learning Objectives Completion". Below this text, it says "Last Status Update - 10/05/2015 @ 6:23 PM".

Reviewing Observations - Teacher

There are two ways to review completed observations.

OPTION 1: Reviewing completed observation(s) by the specific observation type:

Step 1: Choose **Current Instructional Evaluations** on the tab under **My Evaluations**.



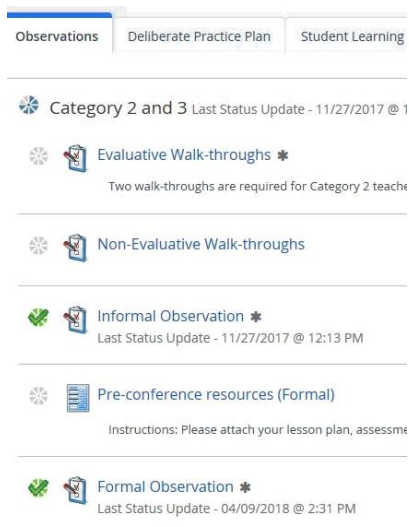
Step 2: Click on the Leon LEADS Category plan



Step 3: Under the Observations tab, click on the first activity button at the bottom of the category plan

Contains 11 Activities

Step 4: You will now see a list of all of the observation types to be completed for your evaluation plan (Formal, Informal, Evaluative Walkthrough, and Domain 4 Evaluative Observations). Asterisked items are required activities. Choose the observation type that you want to review (Formal, Informal, Evaluative Walkthroughs, or Domain 4 Evaluative Observations).



Step 5: Once the observation type link is open, select the specific evaluation to review.

Step 6: When the observation is opened, expand the domains to review ratings, comments, and any attachments.

★ Ratings

Evidence Session

Details

Show AllShow Focused

LEADS School Administrator

Overall Comments

Domain 1: Student Achievement

1. Student Learning Results. Effective school leaders achieve positive results on the school's student learning goals.

Not Using

The administrator does not attempt to ensure the school has learning goals.

Beginning

The administrator attempts to ensure the school has learning goals but not all goals are based on state adopted curricula.

Developing

The administrator attempts to ensure clear and effective school learning goals are set on state adopted curricula and has

Effective

The administrator attempts to ensure clear and effective school learning goals are set on state adopted curricula and has

Highly Effective

The administrator ensures adjustments are made to school goals based on student data and ensures that all goals are based

Step 7: Click the  button in the top right-hand corner of the page.

Step 8: A window will appear asking which information you would like to include in your pdf. Use the toggle switches to select the desired information

Create PDF

Which elements would you like to include in your PDF?

4 printable elements.

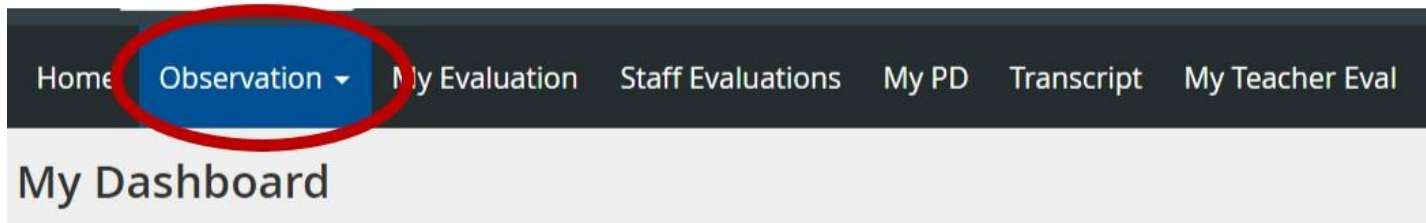
INCLUDE	ELEMENTS
<div>Yes</div>	Ratings
<div>Yes</div>	Condensed Version
<div>Yes</div>	Evidence
<div>Yes</div>	Additional Details

CreateCancel

Step 9: Select **Create** to generate the pdf.

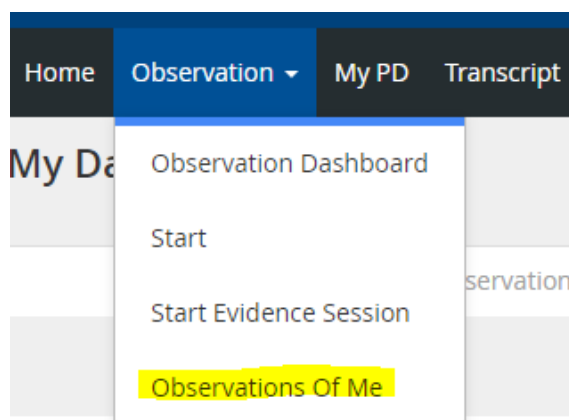
OPTION 2: Reviewing all completed observations together:

Step 1: Select the 'Observation' tab from the menu at the top of the page.

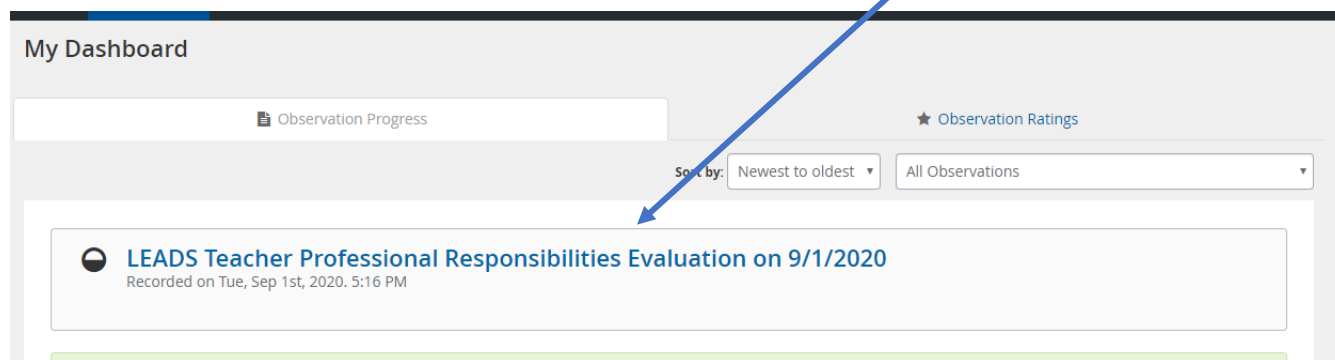


Step 2: On the drop down menu, select 'Observations of Me.'

Note: If observations have not been conducted or shared by your administrator, then none will appear in the My Dashboard area.



Step 3: To review an evaluation, click on the link in the dashboard listing.



Follow **Steps 6-9** from Option 1 in order to expand the domains and Create any PDFs.

The My Dashboard page also allows teachers to view observation Ratings filtered by Instructional Evaluations (Domains 1-3) or by Professional Responsibilities Evaluations (Domain 4).

Step 1: Click the Observation Ratings tab on the My Dashboard page.

Step 2: Use the drop down menu to select Instructional Practice or Professional Responsibilities. Then click View.

My Dashboard

Observation Progress

★ Observation Ratings

LEADS Teacher Instructional Practice Evaluation

View

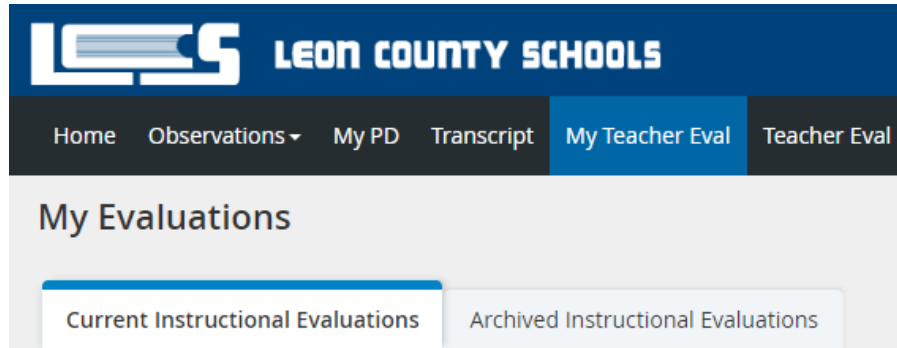
LEADS Teacher Instructional Practice Evaluation
LEADS Teacher Professional Responsibilities Evaluation
Non-Instructional Evaluations

	Key	Observer	Create Date	Modified
<input checked="" type="checkbox"/>	A	Test, Teacher2	08/31/2020	08/31/2020
<input checked="" type="checkbox"/>	B	Test, Principal1	11/15/2019	11/15/2019
<input checked="" type="checkbox"/>	C	Test, Principal1	11/15/2019	08/26/2020
<input checked="" type="checkbox"/>	D	Test, Principal4	08/12/2019	08/26/2020

The chart will display observation dates color coded by observers. Scroll down to see the color and letter coordination between the listed observations and the graphical representation by element.

Reviewing Scores and Ratings

Step 1: To begin, click the **My Teacher Eval** tab

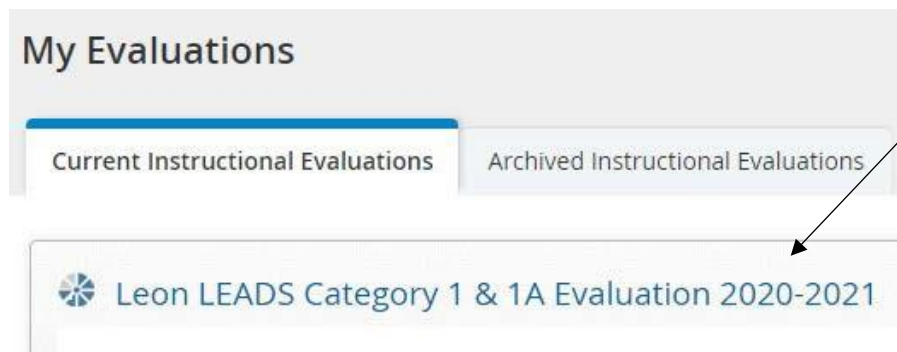


The **My Evaluations** screen will display.

Current Instructional Evaluations – should show your Leon LEADS Category and plan.

Archived Evaluations will have your evaluations from previous years once they have been completed and uploaded to the Archive folder.

Step 2: Under the “Current Instructional Evaluations” tab, click on the hyperlink to your category plan.



Step 3: Click the box titled **Scores** to expand.

Step 4: Click **Scores and Ratings**.

Here you will see your Instructional Practice, Professional Responsibility, and Student Performance Measure scores.

All Scores



	Score	Rating	Weighted Score
Instructional Practice Score (45%)	3.267	Effective	1.47
Professional Responsibility Score (20%)	3.667	Highly Effective	0.733
Student Performance Score (35%)	3.5	Highly Effective	1.225
Overall Score		Highly Effective	3.428

Instructional Practice = Domain 1, 2, and 3 and is 45% of your overall evaluation.

Professional Responsibilities = Domain 4 and is 20% of your overall evaluation.

Student Performance Measure = Determined by SLO results and is 35% of your overall evaluation.

Definitions for understanding your Scores and Ratings:

Score = the calculated score of all of the rated elements in each domain.

Rating = the rating equivalent of your score.


Weighted Score = the weighted score on your overall evaluation. Example – the Instructional Practice Score is 45% of your overall evaluation so your IP score is multiplied by .45 and the weighted score is the result. The weighted scores are added up to calculate your overall evaluation score and rating.

Remember – your Student Performance Measure score will not be visible until the fall after we have received and uploaded all student performance data.

Step 5: Click the  button the return to the main page.

Teacher Score Acknowledgement (IP & PR only)

Step 1: After accessing your plan, click the box titled  to expand

Step 2: Click  [IP & PR Acknowledgement](#)
Last Status Update - 08/06/2019 @ 3:55 PM

Here you will view your Instructional Practice, Professional Responsibility, and Student Performance Measure scores. **Remember – your Student Performance Measure score will not be visible until the fall after we have received and uploaded all student performance data.**

Instructional Practice = Domain 1, 2, and 3 and is 45% of your overall evaluation.

Professional Responsibilities = Domain 4 and is 20% of your overall evaluation.

Student Performance Measure = Determined by SLO results and is 35% of your overall evaluation.

Definitions for understanding your Scores and Ratings:

Score = the calculated score of all of the rated elements in each domain.

Rating = the rating equivalent of your score.

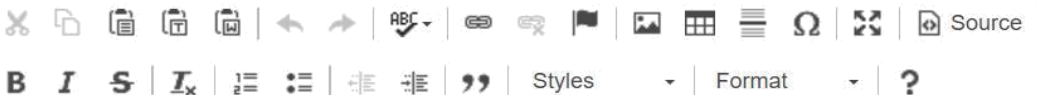
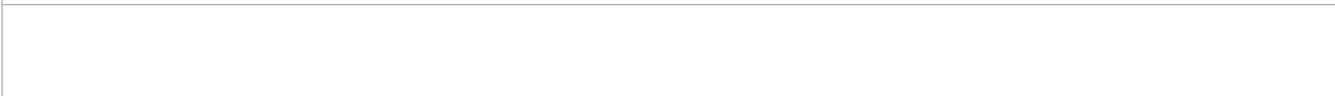
Weighted Score = the weighted score on your overall evaluation. Example – the Instructional Practice Score is 45% of your overall evaluation so your IP score is multiplied by .45 and the weighted score is the result. The weighted scores are added up to calculate your overall evaluation score and rating.


Completing the Teacher Acknowledgment activity:

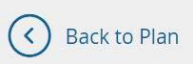
Step 3 (optional): Scroll down to the Teacher Acknowledgement text box. Type any comments you wish to add in the response box.

 **Started by Test Principal4. Last update August 06, 2019 at 03:55:43 PM by Test Principal4.**
Contains no required fields.

Teacher Acknowledgment Comments

Step 4: Click the  button to complete the activity. Marking “Acknowledge” indicates receipt of the ratings for the Instructional Practice and Professional Responsibilities portions of your overall evaluation. It does not necessarily indicate agreement with the contents. An e-mail will be sent to your administrators to indicate that you have acknowledged your scores.

After you click Acknowledge, click the  button to return to the main evaluation page. You should now see an orange highlight next to the Teacher Acknowledgment activity. A green check will appear after the administrator acknowledges and marks the activity complete.



IP & PR Acknowledgement

Teacher Overall Final Evaluation Acknowledgement

Completing the Teacher Acknowledgment activity:

Step 1: Click



Overall Final Evaluation Acknowledgment (Fall)

Last Status Update - 08/06/2019 @ 3:55 PM

You should see your scores for Instructional Practice, Professional Responsibilities, and Student Performance Measure.

Step 2: Scroll down to the Teacher Acknowledgment response box.


Step 3 (optional): Type any comments you wish to add in the response box.

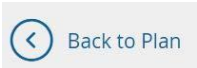


Started by Test Principal4. Last update August 06, 2019 at 03:55:43 PM by Test Principal4.

Contains no required fields.

Teacher Acknowledgment Comments

Step 4: Click the  button to complete the activity. Marking “Acknowledge” indicates receipt of the overall evaluation. It does not necessarily indicate agreement with the contents. An e-mail will be sent to your administrators to indicate that you have acknowledged your final evaluation.

After you click Acknowledge, click the  button to return to the main evaluation page. You should now see an orange highlight next to the Teacher Acknowledgment activity. A green check will appear after the administrator acknowledges and marks the activity complete.

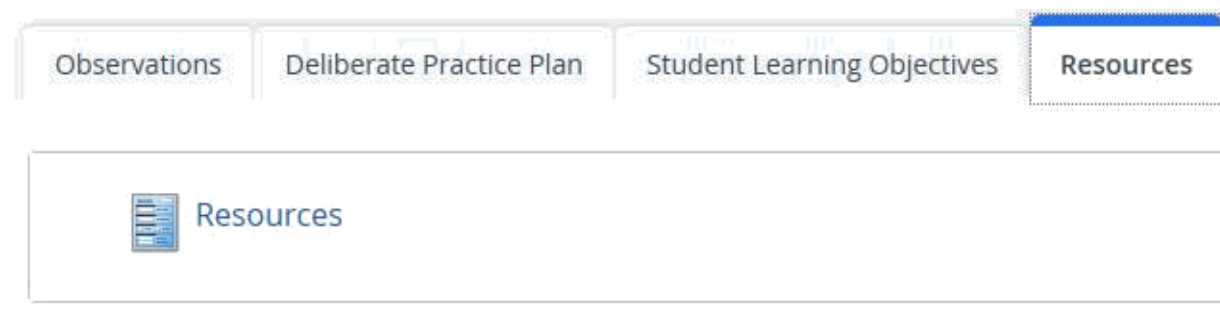


Overall Final Evaluation Acknowledgment (Fall)

Leon LEADS Resources - Teachers

Accessing the Resources tab:

Step 1: Click on the **Resources** tab under your Category designation .

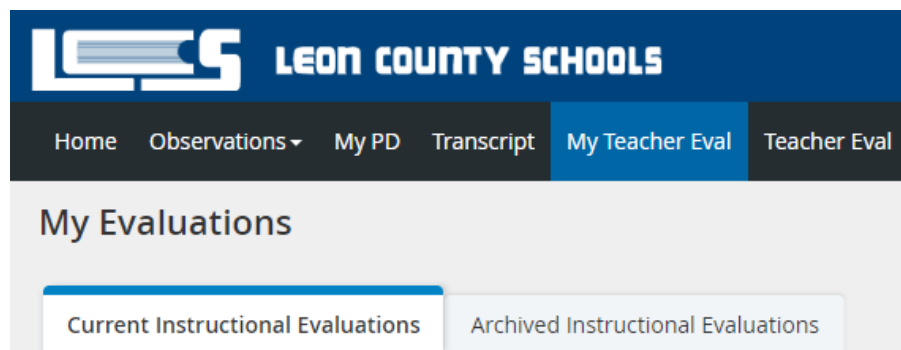


Step 2: Click on the Resource File that you need to open.

Resources are updated periodically. Schools can submit requests for particular resources to be reviewed for possible addition.

Accessing Archived Evaluations - Teachers

Step 1: To begin, click the **My Teacher Eval** tab

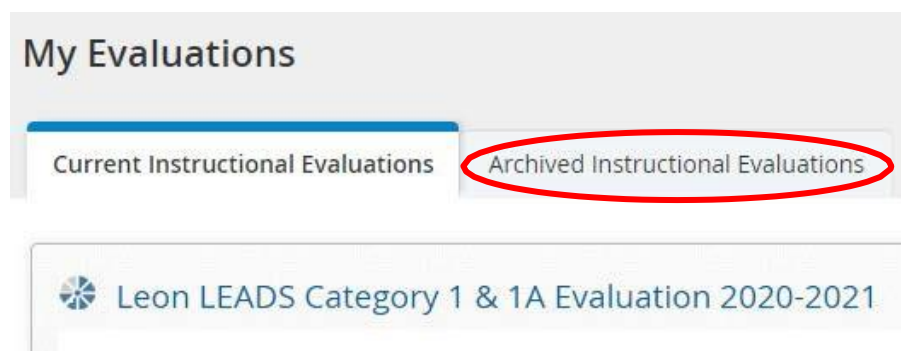


The **My Evaluations** screen will display.

Current Instructional Evaluations – should show your Leon LEADS Category and plan.

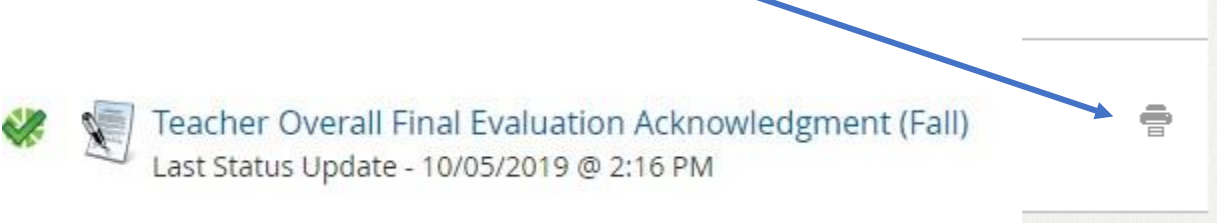
Archived Evaluations will have your evaluations from previous years once they have been completed and uploaded to the Archive folder.

Step 2: Under the “Archived Instructional Evaluations” tab, click on the hyperlink to the plan or year.

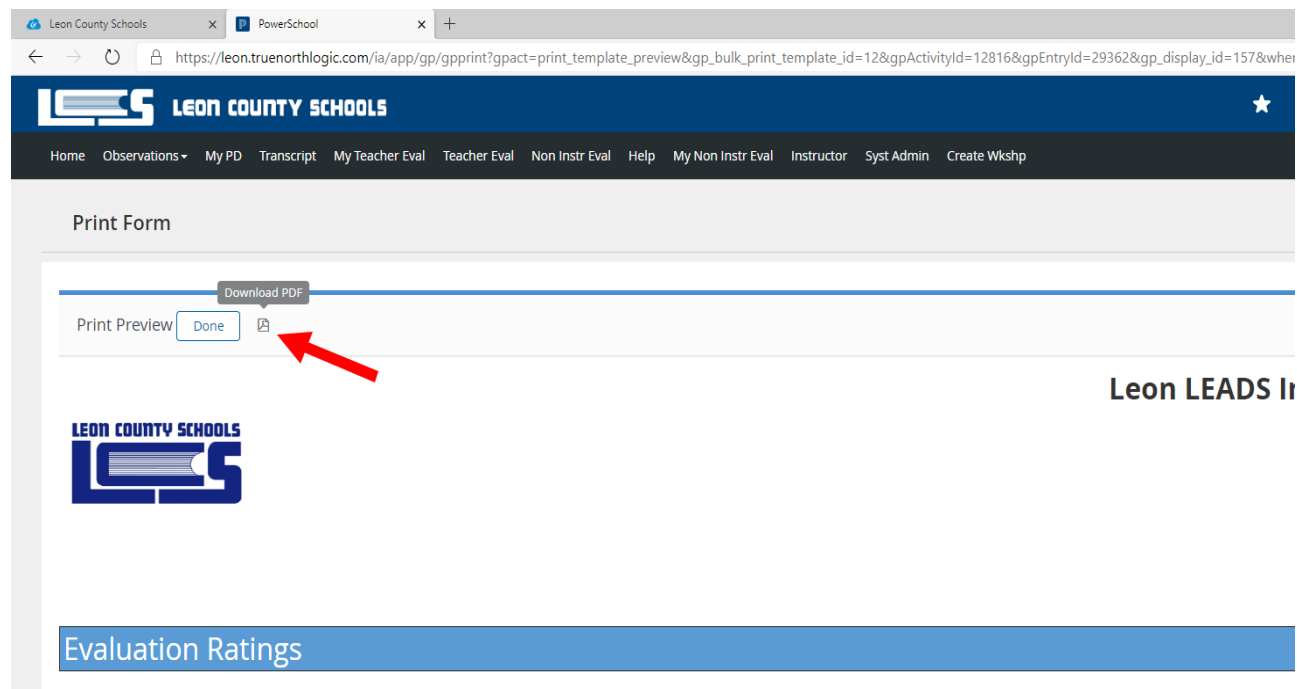


Step 3: Click the box titled **Scores** to expand.

Step 4: Click the printer icon on the far right of the screen next to the “Overall Final Evaluation Acknowledgement” box.



Step 5: Click on the PDF icon to bring up the pdf for the Final Evaluation. Save or Print.





Nondiscrimination Notification and Contact Information

“No person shall on the basis of sex, marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, military status or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law.” No person shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

An employee, student, parent or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

Tonja Fitzgerald, Divisional Director
Equity Coordinator (Students)
Leon County School District
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7309
fitzgeraldt@leonschools.net

Wallace Knight, Director
Equity Compliance Officer (Employees)
Title IX Compliance Officer
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7210
knightwa@leonschools.net

A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

Jennifer Benton, 504 Specialist
(850) 487-7317
bentonj@leonschools.net