

EVALUATION SYSTEMS  
FOR INSTRUCTIONAL  
PERSONNEL

2014

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# Putnam County's Instructional Improvement System

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## Evaluation System for Instructional Personnel

Putnam's Evaluation System for Instructional Personnel, as designed for the District's Teacher Incentive Fund grant, has been built on contemporary research, is aligned with the Florida Educator Accomplished Practices (FEAPs), and conforms to the requirements of Florida's Race to the Top (RTTT) standards, RTTT Memorandum of Understanding, and Senate Bill 736.

### 1. Core of Effective Practices

Putnam County School District has developed an instructional improvement program that **targets increased student learning growth** by improving the quality of its instructional personnel, including:

- Improvement of the pedagogical skills of instructional personnel;
- Increases in the use of effective, standards-driven instruction through a rigorous system of interim assessment tied to standards;
- Increases in student academic performance based on the results of summative assessments and other measures of student learning growth.

The District's Instructional Evaluation Plan meets the requirements of SB 736 and the Florida Department of Education. Evaluation components include:

- The use of a Value-Added Model that incorporates Student Achievement data in assessing teacher effectiveness.
- Implementation of the Marzano model for Teacher Observation and the evaluation of Instructional Practice.
  - ❖ The Marzano Model aligns with the Florida Educator Accomplished Practices (Appendix I)

- ❖ The Marzano model has been developed from contemporary research on effective practices (Appendix II)
- The application of assessment and evaluation instruments to Instructional Personnel, as defined by FS 1012.01, including:
  - ❖ Classroom teachers
  - ❖ Student personnel services (i.e., Guidance Counselors)
  - ❖ Librarians / Media Specialists
  - ❖ Other instructional staff (i.e., Curriculum Resource Teachers (CRT), Deans, Teachers on Special Assignment (TOSA))
  - ❖ Educational paraprofessional (i.e., Classroom aides)

Observations are focused data collection opportunities intended to be used as a coaching tool. All observers are trained by Learning Sciences International. Classroom Teachers will also be trained in the Instructional Practice Model.

Observer training is particularly important **for inter-rater reliability**. Instructional Practice **ratings consist of the following evaluation types:**

1. Formal Observations – An observation( lasting a minimum of 30 minutes) is scheduled with the teacher. A pre observation (face to face) is held to gather additional documentation regarding the Teacher’s *Planning and Preparation*. The face-to-face post observation is used to discuss self-assessments and other artifacts which show evidence of *Reflecting on Teaching*, and *Collegiality and Professionalism*.
2. Informal Observations – These can be unannounced, and may last from 15 minutes to an entire class period. Post-Observation follow up feedback will be provided electronically.

3. Walk Throughs – The Walk Through is unannounced and can last anywhere from 3 minutes to 5 minutes.

As shown in Table 1, below, observations of instructional personnel will be conducted by multiple observers.

**TABLE 1. Teacher Practice Observations – Personnel Conducting Observations**

	Principals	Assistant Principals	District Administrators	TOSA / CRT's <sup>1</sup>	Mentor / Peers
Formal Observations	●	●	●	☺	☺
Informal Observations	●	●	●	☺	☺
Walk Throughs	●	●	●	☺	☺

● Used for coaching and evaluation

☺ Used for coaching only

## 2. Student Growth Measures

### **CLASSROOM TEACHERS IN FCAT-COVERED SUBJECTS AND GRADES**

Classroom teachers teaching FCAT grades and subjects will be measured on student growth through a Value-Added Model (VAM). The VAM selected by the State of Florida incorporates Student Achievement data from standardized assessments to measure teacher effectiveness. The selected model is a covariate adjustment model, which begins by establishing expected growth for each student on the Florida Comprehensive Achievement Test (FCAT). The expectation is estimated from historical data analyzed each year. Student characteristics (i.e., covariates) considered in the calculation of expected growth are:

- The number of subject-relevant courses in which the student is enrolled
- Up to two prior years of achievement scores

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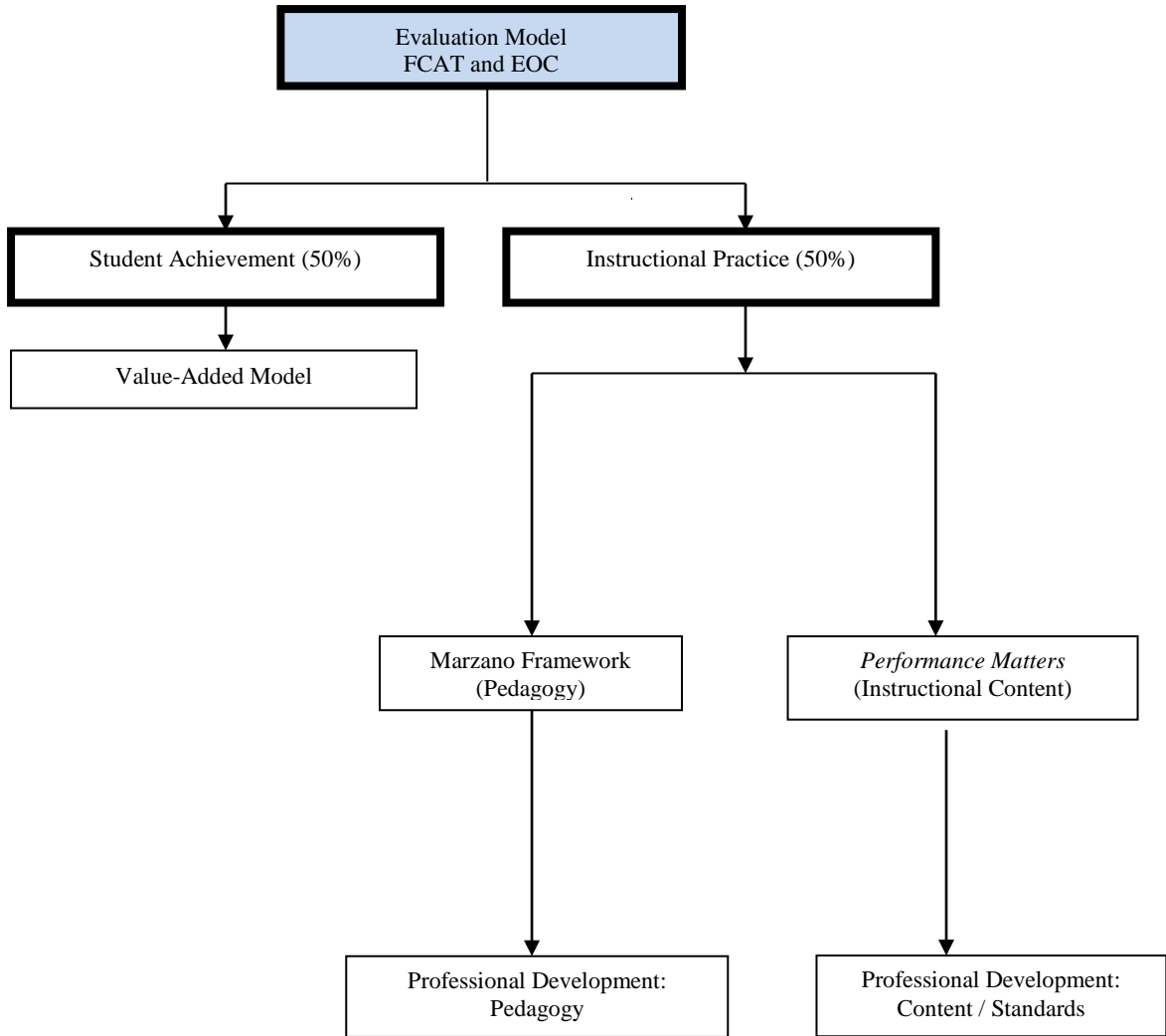
<sup>1</sup> Teachers On Special Assignment (TOSAs) and Curriculum Resource Teachers (CRTs)

- Students with Disabilities (SWD) status
- English Language Learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)
- Class size
- Homogeneity of entering test scores in the class

The teacher's value added score reflects the average amount of growth of the assigned students and compared to those scores of students with similar covariates. For example, if a teacher's value added score is 10, students assigned to that teacher, on average, grew 10 points greater than expected for students with similar covariates. If another teacher receives a value added score of -10, students assigned to that teacher, scored 10 points below expectations.

Beginning in 2013-14, teacher evaluations will be calculated using 3 years of student achievement data, including 9<sup>th</sup> grade Algebra EOC's. If less than three years of data are available, the years for which data are available will be used.

CHART 1. THE FCAT MODEL: CLASSROOM TEACHERS IN FCAT-COVERED COURSES



Beginning in FY 2011-12, Classroom Teachers of courses deemed by FLDOE to be directly relevant to FCAT scores in Math and/or Reading will receive an evaluation which includes a Student Achievement rating based on the state-adopted Value Added Model.

This evaluation will result in a Student Achievement score based on cut points established by Putnam County from the results of the Value Added Model provided by FLDOE. This Student Achievement score, ranging from Highly Effective to Unsatisfactory, will represent 50% of the overall evaluation of a Classroom Teacher in FCAT-covered courses and grades.

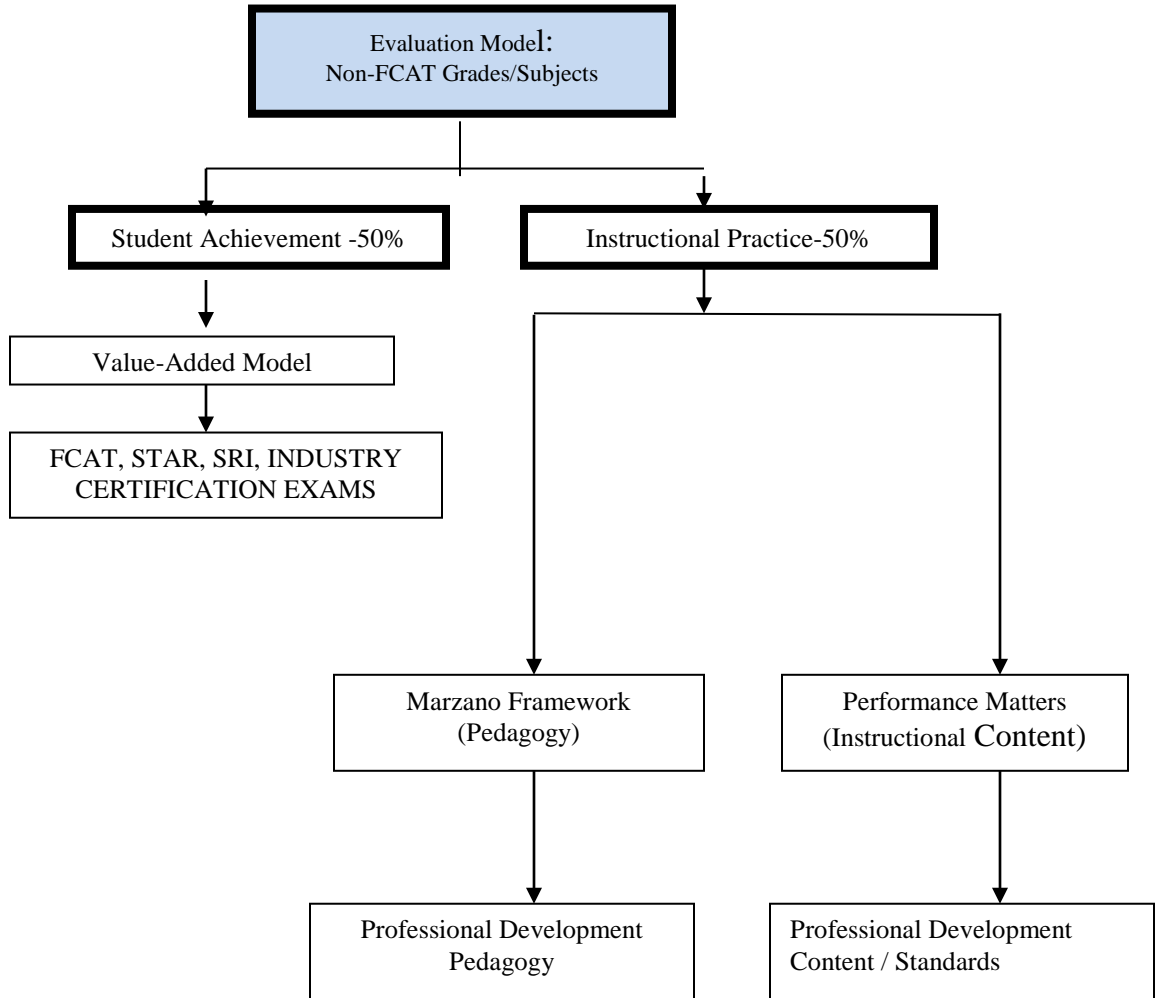
### **STUDENT GROWTH: NON-FCAT GRADES AND SUBJECTS**

Student growth of classroom teachers teaching grades and subjects NOT covered by FCAT will be measured as follows:.

1. For classroom teachers of courses for which there are no appropriate assessments under s.1008.22(8), F.S., and the district has not adopted growth measures: Student growth must be measured by using results of assigned students on statewide assessments, OR If the teacher's assigned students do not take statewide assessments, by established learning targets approved by principal that support the school improvement plan.
2. Teachers with students in grades K-2 will be assessed for Student Growth using STAR Reading (Renaissance Learning).
3. Teachers with students in grade 3 will be assessed for Student Growth using SRI (Scholastic Reading Inventory).
4. Other measures to be used may include: Industry Certification Exams, End of Course Exams, Alternative Assessments, and Portfolio Assessments.
5. The superintendent may assign instructional personnel in an instructional team the growth of the team's students on statewide assessments.



CHART 2. *Non-FCAT Teacher Model: Classroom Teachers in non-FCAT Courses*

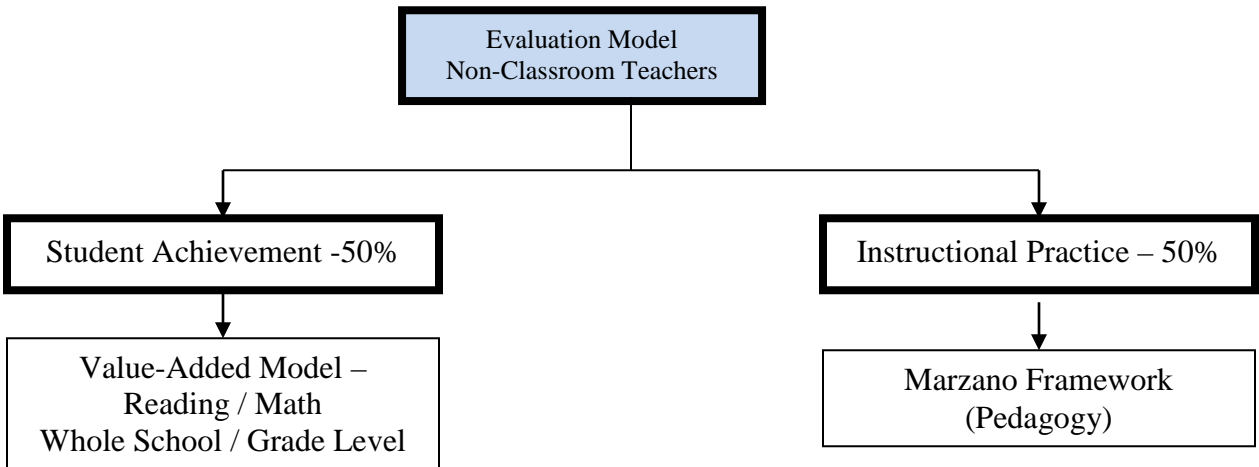


## **NON- CLASSROOM TEACHERS**

Instructional Personnel who are **NOT** Classroom Teachers encompass: Guidance Counselors, Media Specialists, and Paraprofessionals (as defined by FS 1012.01), and Deans, TOSAs, CRTs, and District-level Instructional Personnel. Non-classroom teachers and other instructional personnel will be evaluated using school-level or grade-level VAM measures dependent upon the students assigned to the teacher.

The overall model of evaluation for non-classroom instructional personnel is shown on Chart 3, below.

CHART 3. *Evaluation Model: Non-Classroom Teachers*



### 3. Evaluation Rating Criteria

Putnam County's Instructional Evaluation System will employ the four summative final evaluations as specified in FS 1012.34(2)(e), including:

1. Highly Effective
2. Effective
3. Needs Improvement / Developing
4. Unsatisfactory

To conform to the four-level system required by SB 736 categories have been aligned with the four summative evaluation levels as follows:

**TABLE 2. District Evaluation Rating System**

Putnam County Instructional Evaluation System	
Highly Effective	3.5 – 4.0
Effective	2.0 – 3.49
Needs Improvement / Developing	1.5 – 1.99
Unsatisfactory	1.0 – 1.49

### **RUBRICS AND WEIGHTING SCALES**

Rubric's and weighting scales for Instructional Practice are incorporated within the model developed by Dr. Robert Marzano. Domain I contains the 41 key elements identified by contemporary research as classroom strategies and behaviors that cause student growth. Rubrics associated with each strategy identify the teacher's performance along a continuum from Innovating to Not Using, with variable ratings as indicated below.

- Innovating - 4
- Applying - 3
- Developing - 2
- Beginning -1

- Not Using – 0

Compiling the results of all graded observations, results in a Teacher Performance score that ranges from 1.0 to 4.0.

Weighting scales associated with Student Achievement will be transformed into the four-level rating system through a through a district-normed distribution. . Final cut scores for teachers of both FCAT and non-FCAT grades and subjects are dependent on this distribution

The final rating shall be a combination of 50% Student Achievement and 50% Instructional Practices scores weighted as shown on charts 1-3

#### **4. Teacher and Principal Involvement**

The process for developing the Evaluation System for Instructional Personnel in Putnam County began in May, 2010, with the preparation of a Teacher Incentive Fund grant to the U.S. Department of Education. Weekly meetings between key administrative personnel and Union leaders set the stage of a progressive, inclusionary development of the Evaluation System.

The planning and preparation for the Teacher Incentive Fund grant application involved broad-based communication with teachers and school administrators about an evaluation system that led to performance-based compensation. The Table, below, indicates the number of teachers, principals, and other instructional personnel that reviewed the District's plans prior to the submission of the Teacher Incentive Fund grant in July, 2010. Up to that point, 55 percent of teachers and principals had indicated an interest in participating in the project with an additional 22 percent expressing a willingness based on the final design of the plan.

**TABLE 3. Staff Involvement in Evaluation and PBC Design for TIF**

<b>TEACHERS</b>		<b>PRINCIPALS/ASSISTANT PRINCIPALS</b>	
Beasley Middle	16	Beasley Middle	2
Browning-Pearce	34	Browning-Pearce	1
CCJS High	0	CCJS High	2
EH Miller	11	EH Miller	2
Interlachen Elementary	27	Interlachen Elementary	1
Interlachen High School	19	Interlachen High School	3
James A Long	29	James A Long	1
Jenkins Middle School	26	Jenkins Middle School	1
Kelley Smith	22	Kelley Smith	2
Mellon Elementary	17	Mellon Elementary	1
Melrose Elementary	4	Melrose Elementary	2
Middleton Burney	14	Middleton Burney	2
Miller Intermediate	0	Miller Intermediate	1
Moseley Elementary	20	Moseley Elementary	2
Ochwilla	11	Ochwilla	0
Price Middle School	23	Price Middle School	2
Palatka High	27	Palatka High	2
QI Roberts	18	QI Roberts	2
<b>TOTAL</b>	<b>318</b>	<b>TOTAL</b>	<b>29</b>

The data represents responses from over 35 percent of all instructional personnel and over 90 percent of all principals. As would be expected, there are a number of personnel who have indicated their desire to see the final compensation plan prior to deciding whether to participate or not.

A letter of support from the local union leadership was included with the proposal, indicative of the degree to which the development of Putnam’s Evaluation and Performance Based Compensation System was a highly collaborative process, involving both administration and the leaders of the local bargaining unit.

Subsequent to the receipt of TIF funding and RTTT funding, the District has embarked on the refinement of an Instructional Evaluation System through a process that maximized teacher, principal, and union involvement at every step in design process. Parties engaged in providing input throughout this process included:

5. Assessment Team: The RTTT Project Director, Director of Human Resources, Project's Third-Party Evaluator, Union President, and a teacher and principal representatives;
6. Union Instructional Team: The Union President and union representatives from each District school;
7. Teacher / Principal Group: a group of 49 Classroom Teachers and Principals representing all schools in the District who were asked to participate as a review group by administration and / or the union.

These individuals and groups have contributed to the development of Putnam's Instructional Evaluation System through a sequence of meetings and feedback as shown below.

**TABLE 4.** *Participation Schedule – Development of Putnam’s Instructional Evaluation System 2010 -2011*

11/9/2010	Union Instructional Team receives presentation on basic evaluation/PBC model
11/17/2010	Union Instructional Team provides feedback on basic evaluation/PBC model
12/7/2010	Presentation to School Board on TIF/RTTT components on evaluation and performance based compensation
1/24/2011	Principals meeting on PD related to evaluation plan
2/14/2011	Assessment Team presents Draft #2 of RTTT Evaluation plan to Teacher / Principal group
2/15/2011	Assessment Team distributes a summary of Teacher / Principal responses to Draft #2
3/7-9/2011	Assessment Team and Union representatives attend preliminary Marzano conference
3/14/2011	Assessment Team and Union representative meets to discuss Marzano model
3/24/2011	Assessment Team presents Draft #3, including Marzano model, of RTTT Evaluation plan to Teacher / Principal group
4/5-6/2011	Assessment Team and Union representatives attend Marzano conference
4/18/2011	Assessment Team meets with Union President to finalize evaluation design
4/20/2011	Assessment Team presents final assessment plan to Teacher / Principal group
5/3/2011	Putnam County Evaluation System for Instructional Personnel approved by the School Board

Longer term, input into the evaluation and compensation systems will take place by working with a group of instructional and school-based administrative staff who will serve as representatives in addressing the ongoing development of these systems.

Evidence of collective bargaining input into this process can be established through multiple methods. First, the Putnam Federation of Teachers United (PFTU) indicated its concurrence with the basic principles underlying the District’s Teacher Incentive Fund grant in a letter of support submitted July 6, 2010. Secondly, the Putnam Federation of Teachers / United was a signatory to Putnam County’s Race to the Top Scope of Work submitted November 9, 2010.

Union leadership and membership have been engaged in every step of the development of the Instructional Evaluation System, as evidenced by Table 4, above. Finally, the Union has signed on as supportive of the principles involved in Putnam County's Instructional Evaluation System and has agreed to sustain its involvement in the future enhancements to this system. This support is indicated by an Memorandum of Understanding (MOU) signed by the Putnam Federation of Teachers / United, the Superintendent, and the Board President, which is attached to this document.

In spring of 2013 the PFTU worked closely with District Administrators to establish a clear and transparent system for Performance Based Pay.

## 5. Multiple Evaluations for First Year Teachers

Table 4 presents Putnam County's model related to the number and types of observations to be conducted annually on Classroom Teachers, including first year teachers who will be evaluated as annual teachers. First year teachers will not be placed on an annual contract during their probationary period.

**TABLE 5.** *Teacher Practice Observation Process*

	<b>Formal Observation (annual minimum)</b>	<b>Informal Observation (annual minimum)</b>	<b>Walk Throughs (minimum number / quarter)</b>
Category I Teachers (Annual Contract)	2	2	2
Category II Teachers (Continuing Contract or Professional Services)	2	2	1

Instructional Observations will be conducted by multiple individuals, and, while much of this data will be available for the Summative Evaluation, the Principals will complete the final evaluation on Instructional Personnel. Observations will be followed by electronic feedback. Formal Observations



require face-to-face feedback in the form of pre-observation and post-observation conferences.

**TABLE 6.** Teacher Practice Observations – Personnel Conducting Observations

	Principals	Assistant Principals	District Administrators	TOSA / CRT's	Mentor / Peers
Formal Observations	●	●	●	☺	☺
Informal Observations	●	●	●	☺	☺
Walk Throughs	●	●	●	☺	☺

● Used for coaching and evaluation      ☺ Used for coaching only

## 6. Additional Metric Evaluation Element

The additional metric of Deliberate Practice will apply to all classroom teachers and non-classroom teachers as appropriate. Using the Florida Model an instructor's Instructional Practice Score represents 50% of the teacher's final evaluation score.

In consideration of an additional metric the district will implement the combination of a Status Score based on an aggregation of a teacher's performance across all observed elements within the framework with a weight of 30%. The Deliberate Practice Score is based on the teacher's improvement over time on specific elements within the framework with a weight of 20% for the final evaluation. A score of 1.0 – 4.0 will be determined for the teacher.

Deliberate Practice is determined jointly by the supervisor and the instructor. Up to 3 target elements will be identified for improvement and professional development based upon the previous year's evaluation score and/or the instructor's self-assessment.

## 7. Milestone Career Event(s)

A milestone career event constitutes a promotion from instructional to administrative. In order to be considered, a teacher must have a final rating of Effective or Highly Effective to move to an administrative position.

## 8. Annual Evaluation

As stated previously, Putnam's RTTT Plan will follow much of what has been recommended by the Florida DOE, including **annual evaluations** for all instructional personnel through:

- The use of a Value-Added Model of assessing Student Achievement.
- Implementation of the Marzano model for Teacher Observation and the evaluation of Teacher Practices.
  - ❖ The Marzano model has been demonstrated to aligned with the Florida Educator Accomplished Practices (Appendix I)
  - ❖ The Marzano model has been developed from contemporary research on effective practices (Appendix II)
- Implementation of Implementation of formal Learning Target specified by the Instructional Growth Plan for those cases where SB 736 and / or RTTT require the use of multiple measures in non-FCAT courses in addition to student achievement and teacher observation.
- The application of assessment and evaluation instruments to Instructional Personnel, as defined by FS 1012.01, including: Classroom teachers; Student personnel services (i.e., Guidance Counselors); Librarians / Media Specialists; Other instructional staff

(i.e., Curriculum Resource Teachers); Educational paraprofessional (i.e., Classroom aides);

The application of assessment and evaluation instruments to Instructional Personnel not specifically identified in FS 1012.01, including Deans, Teacher on Special Assignment (TOSAs,) Curriculum Resource Teachers, CRTs, and Instructional Personnel

## **9. Improvement Plans**

The Putnam County Instructional Improvement System supports district and school improvement plans in the following ways:

1. The use of Performance Matters enables school and district administrators to identify the precise standards on which student performance is less than adequate.
2. Equally important, Putnam's Interim Assessment process thru Performance Matters enables school and district administrators to identify specific subgroups in which performance is less than adequate on specific standards.
3. Finally, Teacher Evaluations will be employed as part of the school improvement plan in identifying staff strengths and weaknesses.

An analysis of Instructional Evaluation results will be provided to the School Advisory Council for use in developing a School Improvement Plan.

## **10. Continuous Professional Improvement**

As indicated previously, all observations will be followed by written feedback, with Formal Observations requiring in-person feedback. Formal Observations also require a pre-observation conference.

**TABLE 7. Teacher Practice Observation Process**

	Formal Observation (minimum number)	Informal Observation (minimum number)	Walk Throughs (minimum number / quarter)
Category I Teachers (teachers with 0-3 years in District)	2	2	2
Category II Teachers (teachers with 4 - 9 years in District)	2	2	1

Written feedback on Instructional Practice will be provided to the teacher through the electronic platform (i.e., iObservationm. Analysis of Student Performance data and Instructional Content development will be facilitated by the District’s Instructional and Curriculum Coaches (ICC) Team using interim assessments. The ICC team meets quarterly with groups of instructional personnel throughout the District to discuss the results of their student’s performance in Performance Matters and uses those results to inform instruction.

The iObservation platform assists in the on-going Professional Development process by offering instructional personnel immediate access to video and other digital resources specifically aligned with areas identified needing improvement through the observation process. Throughout the process, the ICC Team will work with groups of teachers to develop lesson plans specifically tailored to address the instruction of standards on which student performance has not reached expectations.

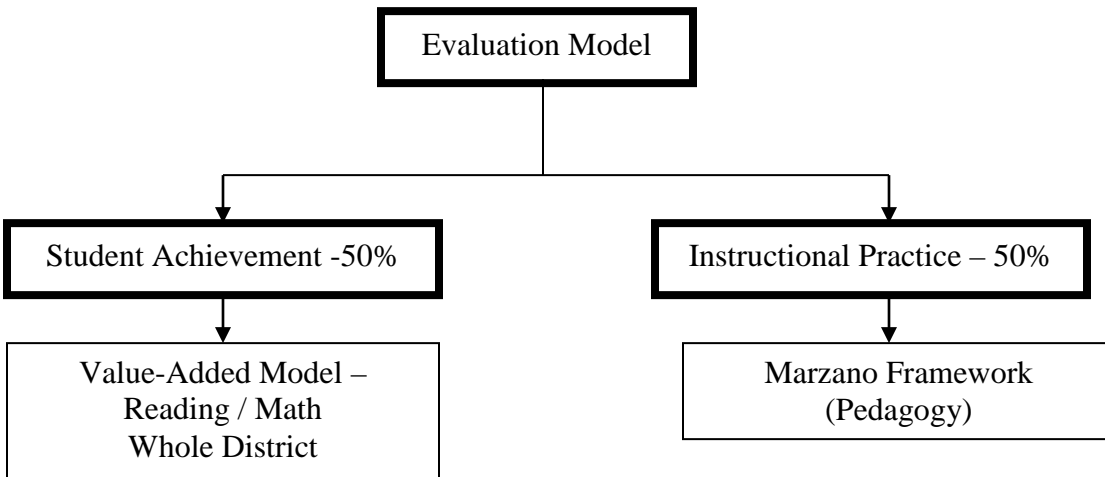
As such, the feedback and professional development process is a continuing loop built around routine Instructional Practice observations

## 11. Teaching Fields Requiring Special Procedures

While ESE teachers will be assessed largely through the use of Alternative FCAT assessments, this process is otherwise identical to that of FCAT teachers and, therefore, does not require special procedures.

The only teaching field requiring special procedures in the Putnam County model are those individuals categorized as District-level Instructional Personnel. Specifically, ICC Mentors, ESE Staffing Specialists, District-wide Curriculum Resource Teachers, and School Psychologists, are not assigned to specific students, grades, or even schools. In these cases, the evaluation process will follow that for non-classroom teachers, shown below.

**CHART 4. Evaluation Model: Non-Classroom Teachers**



## 12. Evaluator Training

*Initial training process.* Initial training for Evaluators / Observers was provided by Learning Sciences International (LSI). Eight days of training was provided to Evaluators (i.e., Principals, Assistant Principals, District Administrators) in the use of the Marzano model during the summer of 2011. Concurrently, seven days of training was provided to those individuals who will serve as Observers and Coaches (TOSAs, CRTs,).

*On-going training of evaluators.* Current plans call for training to be provided by LSI through a regional approach contracted through the North East Florida

Educational Consortium (NEFEC) in order to maximize cost efficiency. The current emphasis is on inter-rater reliability allowing participants to earn a certified observer certificate.

### **13. Informing Teachers about the Evaluation Process**

The process for informing instructional personnel about the evaluation process has already begun in 2011,. The communication has continued with school administrators, union representatives and teachers. At the commencement of the year, teachers are provided with a thorough explanation of the evaluation process and make the decision as to whether or not they would like to participate in the PBS segment of evaluation through the Teacher Incentive Fund (TIF) grant.

### **14. Parent Input**

. Parents have many opportunities to provide input to school and district administrators. Each school has a School Advisory Council (SAC) and a Parent-Teacher Organization (PTO), through which parents are encouraged to participate in school policy-building and decision-making.

The District also has a Parent District Advisory Council (PDAC) which meets monthly to share information and study a variety of issues. Principals often phone or meet with parents to gather their input or work together to solve student academic and behavioral challenges.

Principals will continue these activities, and if needed, will provide ad hoc committees or other opportunities for parents to provide additional input. Every parent also is encouraged to participate in the annual, district-wide climate survey, through which they can share opinions on a wide range of topics. The district will continue these efforts and will explore other ways to seek parent input in the future.

## 15. Annual Review by the District

The review and evaluation of the District's Instructional Evaluation System will be conducted by a third party evaluator for the TIF portion of evaluation. The District Office of Grants Management and Evaluation and the Director of Human Resources will conduct an annual review of the teacher evaluation system to determine compliance with Florida Statutes. Any recommended revisions will be reviewed and approved by the Superintendent and the School Board before incorporation into the evaluation system.

An ongoing evaluation of the teacher evaluation system to include analysis of data such as overall district trends, fidelity of implementation and feedback from users will be conducted by the Office of Grants Management and Evaluation. The following methods will be used to collect data:

- Surveys to assess teacher/evaluator perceptions of adequacy of training, understanding of the system, fairness of the process, and impact of the new process on teaching and student learning
- Surveys of selected teachers and evaluators to gather feedback on the system
- Correlation of teacher performance ranking and student performance data
- Trend data on professional development offerings

## 16. Peer Review Option

Putnam County did not incorporate Peer Review in its first year Instructional Improvement Plan. The Office of Grants Management and evaluation will meet annually to review the feasibility of implementing peer review. If a peer review component is deemed appropriate, a timeline for the process will be developed and a recommendation will be made to the school board to include this option in the teacher evaluation system.

## **17. Evaluation by Supervisor**

Site-based Instructional Personnel will be evaluated by the Principal of the school.

District level Instructional Personnel who are covered by the bargaining unit shall be evaluated by the Director of the Department to which the individual is assigned.

## **18. Input into Evaluation by Trained Personnel other than the Supervisor**

The school principal will determine which teachers will be evaluated by assistant principal and which teachers will be evaluated by the principal. Non- classroom teachers assigned to the district office will be evaluated by the administrator in the department to which they are assigned.

## **19. Amending Evaluations**

Evaluations of Instructional Personnel may be amended as much as 90-days from the date which VAM scores were released by the state.. Since multiple years of data shall be available in many cases, it is not expected that this amendment will make a considerable impact on the original assessment, but in those cases where the results are on a borderline between two rating levels, this amendment can make a significant difference.

In all cases, Putnam expects this amendment process to be completed before the submission of final evaluation results with Survey 5



## APPENDIX I – MARZANO MODEL ALIGNMENT WITH FEAPS

### 1. INSTRUCTIONAL DESIGN AND LESSON PLAN

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>1(a)</b>	Aligns instruction with state-adopted standards at the appropriate level of rigor	1*	Providing Clear Learning Goals and Scales	1	Planning & Preparation	1	Plans based on district and state content standards
		42	Effective Scaffolding of Information with Lessons	4	Intervention & Direct Services	2 & 36	Learning goals and rubrics
		43	Lessons within Units			3	Content knowledge and sequencing
		44*	Attention to Established Content Standards			4	Learning goals aligned with content standards
		45	Use of Available Traditional Resources			8	Rigorous and demanding content
		46	Use of Available Technology				
<b>1(b)</b>	Sequences lessons and concepts to ensure coherence and required prior knowledge	1*	Providing Clear Learning Goals and Scales	1	Planning & Preparation	2 & 36	Learning goals and rubrics
		2*	Tracking Student Progress			3	Content knowledge and sequencing
		3	Celebrating Success			4	Learning goals aligned with content standards
		42	Effective Scaffolding of Information with Lessons				
		43	Lessons within Units				
		44*	Attention to Established Content Standards				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
1(c)	Designs instruction for students to achieve mastery	1*	Providing Clear Learning Goals and Scales	1	Planning & Preparation	1	Plans based on district and state content standards
		2*	Tracking Student Progress			2 & 36	Learning goals and rubrics
		7	Organizing Students to Interact with New Knowledge			3	Content knowledge and sequencing
		15	Organizing Students to Practice and Deepen Knowledge			4	Learning goals aligned with content standards
		21	Organizing Students for Cognitively Complex Tasks			5	Revise plans based on student needs
		21	Organizing Students for Cognitively Complex Tasks			8	Rigorous and demanding content
		45	Use of Available Traditional Resources				
		46	Use of Available Technology				
		47	Needs of English Language Learning				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				
		1(d)	Selects appropriate formative assessment to monitor learning	1*	Providing Clear Learning Goals and Scales	1	Planning & Preparation
2*	Tracking Student Progress			3	Assessment & Management		
3	Celebrating Success						

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
1(e)	Uses diagnostic student data to plan lessons	2*	Tracking Student Progress	1	Planning & Preparation		
		3	Celebrating Success				
		16	Using Homework				
		39	Demonstrating Value and Respect for Low Expectancy Students				
		40	Asking Questions of Low Expectancy Students				
		47	Needs of English Language Learning				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				
		50	Identifying Areas of Pedagogical Strength and Weakness				
		51	Evaluating the Effectiveness of Lessons and Units				
		52	Evaluating the Effectiveness of Pedagogical Strategies				
		53	Developing a Written Growth and Development Plan				
		54	Monitoring Progress Relative to the PD plan				
		55	Positive interactions with colleagues				
		56	Positive interactions with students and parents				
		57	Seeking mentorship				
		58	Mentoring others				
		59	Adhering to District and School Procedures				
60	Participating in District and School Initiatives						

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
1(f)	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	1*	Providing Clear Learning Goals and Scales	1	Planning & Preparation	2 & 36	Learning goals and rubrics
		7	Organizing Students to Interact with New Knowledge	4	Intervention & Direct Services	6	Variety of learning activities
		15	Organizing Students to Practice and Deepen Knowledge			7	Activities which foster active involvement
		17	Examining Similarities and Differences				
		18	Examining Errors in Reasoning				
		19	Practicing Skills, Strategies, and Processes				
		20	Revising Knowledge				
		21	Organizing Students for Cognitively Complex Tasks				
		45	Use of Available Traditional Resources				
		46	Use of Available Technology				
		47	Needs of English Language Learning				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				

## 2. LEARNING ENVIRONMENT

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>2(a)</b>	Organizes, allocates and manages resources of time, space and attention	4	Establishing Classroom Routines	2	Classroom Management	9	Materials and resources which support learning objectives and varying needs of students
		5	Organizing Physical Layout of the Classroom			10	Positive, organized, and safe learning environment
		33	Demonstrating "withitdness"			18	Effective and efficient record keeping procedures
		36	Understanding Student Interests and Backgrounds			19	Manage time effectively
		38	Displaying Objectivity and Control			20	Minimize time required for administrative activities
		42	Effective Scaffolding			21	Manage materials and equipment effectively
		43	Lessons within Units			22	Organize materials for efficient distribution and collection
		44	Attention to Established content standards			44	Organizing the class for generation and testing of hypotheses
		47	Needs of English Language Learners			53	Use technology for administrative tasks
		48	Needs of Students Receiving Special Education				
	49	Needs of Students Who Lack Support for Schooling					

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>2(b)</b>	Manages individual and class behaviors through a well-planned management system	4	Establishing Classroom Routines	2	Classroom Management	10	Positive, organized, and safe learning environment
		5	Organizing Physical Layout of the Classroom			14	Behavior management techniques
		33	Demonstrating "withitness"			15	Establish routines and procedures
		34	Applying consequences for lack of adherence to rules and procedures			45	Foster student responsibility, appropriate social behavior, integrity, and respect for others through role modeling and learning activities
		35	Acknowledging adherence to rules and procedures			46	Recognize overt indicators of student distress or abuse and take intervention actions
		38	Displaying Objectivity and Control				
		24	Noticing when students are not engaged				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>2(c)</b>	Conveys high expectations to all students	2*	Tracking student progress	2	Classroom Management	10	Positive, organized, and safe learning environment
		3	Celebrating success			11	Students encouraged to be actively engaged
		6	Identifying critical information			13	Variety of motivational techniques
		29	Demonstrating intensity and enthusiasm			16	Challenging yet non-threatening learning environment
		39	Demonstrating value and respect for low expectancy students			35	Communicating high expectations to all students
		40	Asking questions of low expectancy students			38	Students from diverse backgrounds
		41	Probing incorrect answers with low expectancy students				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>2(d)</b>	Respects students' cultural, linguistic, and family background	2*	Tracking student progress	2	Classroom Management	10	Positive, organized, and safe learning environment
		3	Celebrating success			11	Students encouraged to be actively engaged
		6	Identifying critical information			13	Variety of motivational techniques
		39	Demonstrating value and respect for low expectancy students			16	Challenging yet non-threatening learning environment
		40	Asking questions of low expectancy students			35	Communicating high expectations to all students
		41	Probing incorrect answers with low			38	Students from diverse

			expectancy students				backgrounds
		37	Verbal and nonverbal behaviors to indicate affection for students			45	Foster student responsibility, appropriate social behavior, integrity, and respect for others through role modeling and learning activities
		29	Demonstrating intensity and enthusiasm				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
2(e)	Models clear acceptable oral and written communication skills	1*	Providing clear learning goals and scales	2	Classroom Management	30 & 56	Communicate student progress
		2*	Tracking student progress			32	Communicate, post, explain lesson expectations
		4	Establishing Classroom Routines			54	Communicate effectively with others
		6	Identifying critical information			55	Collaborate with students, parents, and others to assist in meeting student needs
		8	Previewing new content				
		9	Chunking content into digestible bites				
		33	Demonstrating "withitness"				
		34	Applying consequences for lack of adherence to rules and procedures				
		35	Acknowledging adherence to rules and procedures				



		43	Lessons within Units				
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FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
2(f)	Maintains a climate of openness, inquiry, fairness, and support	1*	Providing clear learning goals and scales	2	Classroom Management	10	Positive, organized, and safe learning environment
		2*	Tracking student progress			11	Students encouraged to be actively engaged
		3	Celebrating success			13	Variety of motivational techniques
		4	Establishing Classroom Routines			16	Challenging yet non-threatening learning environment
		29	Demonstrating intensity and enthusiasm			45	Foster student responsibility, appropriate social behavior, integrity, and respect for others through role modeling and learning activities
		37	Verbal and nonverbal behaviors to indicate affection for students				
		39	Demonstrating value and respect for low expectancy students				
		40	Asking questions of low expectancy students				
		41	Probing incorrect answers with low expectancy students				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
2(g)	Integrates current information and communication technologies	45	Use of available traditional resources	2	Classroom Management	47	Use technology in instructional delivery
		46	Use of available technology			48	Use technology to establish atmosphere of active learning
						49	Provide opportunities for technology and sharing info with others

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
2(h)	Adapts the learning environment to accommodate the differing needs and diversity of students	1*	Providing clear learning goals and scales	2	Classroom Management	5	Revise plans based on student needs
		2*	Tracking student progress			6	Variety of learning activities
		3	Celebrating success			9	Materials and resources which support learning objectives and varying needs of students
		4	Establishing Classroom Routines				
		5	Organizing Physical Layout of the Classroom				
		6	Identifying critical information				
		7	Organizing students to interact with new knowledge				
		15	Organizing students to practice and deepen knowledge				

		21	Organizing students for cognitively complex tasks				
		24	Noticing when students are not engaged				
		28	Maintaining a lively pace				
		29	Demonstrating intensity and enthusiasm				
		33	Demonstrating "withitdness"				
		34	Applying consequences for lack of adherence to rules and procedures				
		35	Acknowledging adherence to rules and procedures				
		36	Understanding Student Interests and Backgrounds				
		37	Verbal and nonverbal behaviors to indicate affection for students				
		38	Displaying Objectivity and Control				
		39	Demonstrating value and respect for low expectancy students				
		40	Asking questions of low expectancy students				
		41	Probing incorrect answers with low expectancy students				
		42	Scaffolding				
		43	Lessons within Units				
		44*	Attention to Established content				

			standards				
		47	Needs of English Language Learners				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>2(i)</b>	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	45	Use of available traditional resources	2	Classroom Management	9	Materials and resources which support learning objectives and varying needs of students
		46	Use of available technology			4 7	Use technology in instructional delivery
						4 8	Use technology to establish atmosphere of active learning
						4 9	Provide opportunities for technology and sharing info with others
						5 0	Facilitate student access to electronic resources
						5 1	Explore and evaluate new technologies and their educational impact

### 3. INSTRUCTIONAL DELIVERY-FACILITATION

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>3(a)</b>	Delivers engaging and challenging lessons	1*	Providing clear learning goals and scales	4	Intervention & Direct Services	3 4	Knowledge of content
<b>3(b)</b>	Deepens and Enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter	2*	Tracking student progress	3	Assessment & Management	2 & 3 6	Learning goals and rubrics
		3	Celebrating Success			3 9	Appropriate techniques and strategies to enhance application of critical, creative, and evaluative thinking
		4	Establishing Classroom Routines			4 0	Linking new content
		6	Identifying Critical Information			4 1	Accessing, interpreting, and evaluating information from multiple sources
<b>3(c)</b>	Identifies gaps in student's subject matter	8	Previewing new content			4 2	Modifications for students with special needs

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>3(d)</b>	Modifies instructions to respond to preconceptions or misconceptions	9	Chunking into digestible bites			43	Quality work, focused on meaningful, relevant, and engaging learning

	ns						experiences
		10	Processing New Information			44	Organizing the class for generation and testing of hypotheses
		12	Recording and Representing Knowledge			27	Use on-going assessments to monitor learning and adjust instruction
		14	Reviewing Content				
		15	Organizing students to practice and deepen knowledge				
		17*	Examining Similarities and Differences				
		18	Examining Errors in Reasoning				
		19	Practicing Skills, Strategies, and Processes				
		20	Revising Knowledge				
		21	Organizing students for cognitively complex tasks				
		22*	Hypothesis Generation and Testing				
		23	Providing Resources and Guidance				
		24	Noticing when students are not engaged				
		25	Using Academic Games				
		26	Managing response rates				
		27	Using Physical Movement				
		28	Maintaining a				

			Lively Pace				
		30	Using Friendly Controversy				
		31	Provide Opportunities for students to talk about themselves				
		32	Unusual or Intriguing information				
		33	Demonstrating "withitness"				
		34	Applying Consequences for Lack of Adherence to rules and procedures				
		36	Understanding students' interests and backgrounds				
		38	Displaying objectivity and control				
		39	Demonstrating value and respect for Low Expectancy Students				
		40	Asking questions of Low Expectancy Students				
		41	Probing incorrect answers				
		47	Needs of English Language Learning				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				
		42	Scaffolding				
		43	Lessons within Units				
		45	Use of available traditional resources				

		46	Use of technology				
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FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>3(e)</b>	Relates and integrates the subject matter with other disciplines and life experiences	1*	Providing clear learning goals and scales	4	Intervention & Direct Services	3 4	Knowledge of content
		2*	Tracking student progress			2 & 3 6	Learning goals and rubrics
		3	Celebrating Success			4 0	Linking new content
		4	Establishing Classroom Routines			4 1	Accessing, interpreting, and evaluating information from multiple sources
		5	Organizing Physical Space				
		24	Noticing when students are not engaged				
		28	Maintaining a Lively Pace				
		29	Demonstrating Intensity and Enthusiasm				
		33	Demonstrating "withitness"				
		34	Applying Consequences for Lack of Adherence to rules and procedures				
		37	Verbal and nonverbal behaviors that indicate affection				
		38	Displaying objectivity and control				
		39	Demonstrating value and respect				



			for Low Expectancy Students				
		40	Asking questions of Low Expectancy Students				
		41	Probing incorrect answers				
		45	Use of available traditional resources				
		46	Use of available technology				
		47	Needs of English Language Learning				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				
		58	Mentoring Other Teachers				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>3(f)</b>	Employs high order questioning techniques	6	Identifying Critical Information	4	Intervention & Direct Services	39	Appropriate techniques and strategies to enhance application of critical, creative, and evaluative thinking
		10	Processing New Information				
		11	Elaborating on new information				
		12	Recording and Representing Knowledge				
		13	Reflecting on Learning				
		14	Reviewing Content				
		17	Examining Similarities and				

			Differences				
		18	Examining Errors in Reasoning				
		19	Practicing Skills, Strategies, and Processes				
		20	Revising Knowledge				
		26	Managing response rates				
		30	Using Friendly Controversy				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>3(g)</b>	Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding	1 *	Providing clear learning goals and scales	4	Intervention & Direct Services	39	Appropriate techniques and strategies to enhance application of critical, creative, and evaluative thinking
		2 *	Tracking student progress			47	Use technology in instructional delivery
		3	Celebrating Success			48	Use technology to establish atmosphere of active learning
		7	Organizing students to interact with new knowledge			49	Provide opportunities for technology and sharing info with others
		1 5	Organizing students to practice and deepen knowledge				
		2 1	Organizing students for cognitively complex tasks				
		4 5	Use of available traditional resources				
		4 6	Use of available technology				

		4 7	Needs of English Language Learning				
		4 8	Needs of Students Receiving Special Education				
		4 9	Needs of Students Who Lack Support for Schooling				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>3(h)</b> )	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students	4 2	Scaffolding	3	Assessment & Management	9	Materials and resources which support learning objectives and varying needs of students
		4 3	Lessons within Units	4	Intervention & Direct Services	38	Students from diverse backgrounds
		4 4	Established content standards			42	Modifications for students with special needs
		4 5	Use of available traditional resources				
		4 6	Use of available technology				
		4 7	Needs of English Language Learning				
		4 8	Needs of Special Education Students				
		4 9	Needs of Students Who Lack Support for Schooling				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>3(i)</b> )	Supports, encourages, and provides immediate and specific feedback to	1	Providing clear learning goals and scales	4	Intervention & Direct Services	37	Monitor learning activities, providing feedback and reinforcement to students

students to promote student achievement	2	Tracking student progress	5	Collaboration	29	Feedback providing current status and knowledge gain relative to learning goals
	4	Establishing Classroom Routines			30 & 56	Communicate student progress
	6	Identifying Critical Information			32	Communicate, post, explain lesson expectations
	8	Previewing new content				
	9	Chunking into digestible bites				
	3 3	Demonstrating "withitness"				
	3 4	Applying Consequences for Lack of Adherence to rules and procedures				
	3 5	Acknowledging adherence to rules and procedures				
	4 3	Lessons within Units				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
3(j) )       Utilizes student feedback to monitor instructional needs and to adjust instruction	2 4	Noticing when students are not engaged	4	Intervention & Direct Services	3 7	Monitor learning activities, providing feedback and reinforcement to students	
	2 6	Managing response rates			3 8	Students from diverse backgrounds	
	2 8	Maintaining a lively pace					
	3 1	Provide opportunities for students to talk about themselves					

		3 6	Understanding students' interests and backgrounds				
		4 7	Needs of English Language Learning				
		4 8	Needs of Special Education Students				
		4 9	Needs of Students Who Lack Support for Schooling				

#### 4. ASSESSMENT

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>4(a)</b>	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	1*	Providing clear learning goals and scales	3	Assessment & Management	26	Develop and use diagnostic assessments prior to instruction
		2*	Tracking student progress	4	Intervention & Direct Services	27	Use on-going assessments to monitor learning and adjust instruction
		3	Celebrating Success			28	Tracks student progress on learning goals using formative assessment
		4	Establishing Classroom Routines			29	Feedback providing current status and knowledge gain relative to learning goals
		7	Organizing students to interact with new knowledge			31	Encourage goal setting and monitor plans for improvement
		26	Managing response rates				
		10	Processing New Information				
		11	Elaborating on new information				

		12	Recording and Representing Knowledge				
		13	Reflecting on Learning				
		14	Reviewing Content				
		15	Organizing students to practice and deepen knowledge				
		17*	Examining Similarities and Differences				
		18	Examining Errors in Reasoning				
		19	Practicing Skills, Strategies, and Processes				
		20	Revising Knowledge				
		21	Organizing students for cognitively complex tasks				
		22*	Hypothesis Generation and Testing				
		23	Providing Resources and Guidance				
		24	Noticing when students are not engaged				
		25	Using Academic Games				
		26	Managing response rates				
		27	Using Physical Movement				
		28	Maintaining a Lively Pace				
		30	Using Friendly Controversy				
		31	Provide Opportunities for students to talk about themselves				

		32	Unusual or Intriguing information				
		33	Demonstrating "withitness"				
		36	Understanding students' interests and backgrounds				
		38	Displaying objectivity and control				
		39	Demonstrating value and respect for Low Expectancy Students				
		40	Asking questions of Low Expectancy Students				
		41	Probing incorrect answers				
		47	Needs of English Language Learning				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				
		42	Scaffolding				
		43	Lessons within Units				
		45	Use of available traditional resources				
		46	Use of available technology				

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>4(b)</b>	Designs and aligns formative and summative	1*	Providing clear learning goals and scales	3	Assessment & Management	2 7	Use on-going assessments to monitor learning and adjust instruction

	assessments that match learning objectives and lead to mastery	2*	Tracking student progress	1	Planning & Preparation	28	Tracks student progress on learning goals using formative assessment
		3	Celebrating Success				
		42	Scaffolding				
		43	Lessons within Units				
		44	Established content standards				
<b>4(c)</b>	Uses a variety of assessment tools to monitor student progress, achievement and learning gains	1*	Providing clear learning goals and scales	3	Assessment & Management	26	Develop and use diagnostic assessments prior to instruction
		2*	Tracking student progress			27	Use on-going assessments to monitor learning and adjust instruction
		3	Celebrating Success			28	Tracks student progress on learning goals using formative assessment
<b>4(d)</b>	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	24	Noticing when students are not engaged	3	Assessment & Management		
		26	Managing response rates				
		28	Maintaining a Lively Pace				
		31	Provide Opportunities for students to talk about themselves				
		36	Understanding students' interests and backgrounds				
		49	Needs of Students Who Lack Support for Schooling				



FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>4(e)</b>	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver	1*	Providing clear learning goals and scales	3	Assessment & Management	29	Feedback providing current status and knowledge gain relative to learning goals
		2*	Tracking student progress	5	Collaboration	30 & 56	Communicate student progress
		3	Celebrating Success			32	Communicate, post, explain lesson expectations
		26	Managing response rates				
<b>4(f)</b>	Applies technology to organize and integrate assessment information	45	Use of available traditional resources	3	Assessment & Management	52	Use technology to review student assessment data
		46	Use of available technology	4	Intervention & Direct Services		

## 5. CONTINUOUS IMPROVEMENT

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>5(a)</b>	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	2*	Tracking student progress	6	Staff Development	59	Engage in continuing improvement of professional knowledge and skills
		3	Celebrating Success			60	Assist others in acquiring new knowledge and understanding
		16	Using Homework			61	Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and

						content	
		39	Demonstrating Value and Respect for Low Expectancy Students			62	Conduct a personal assessment periodically to determine professional development
		40	Asking Questions of Low Expectancy Students				
		47	Needs of English Language Learning				
		48	Needs of Students Receiving Special Education				
		49	Needs of Students Who Lack Support for Schooling				
		50	Identifying areas of pedagogical strength and weakness				
		51	Evaluating effectiveness of lessons and units				
		52	Evaluating effectiveness of pedagogical strategies and behaviors across different categories of students				
		53	Developing a written growth plan				
		54	Monitoring progress relative to the growth				

			plan					
		55	Promoting positive interactions with colleagues					
		56	Promoting positive interactions with students and parents					
		57	Seeking mentorship for areas of need and interest					
		58	Mentoring other teachers					
		59	Adhering to district and school rules and procedures					
		60	Participating in district and school initiatives					
<b>5(b)</b>	Examines and uses data-informed research to improve instruction and student achievement					61	Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content	
<b>5(c)</b>	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous			5	Collaboration	55	Collaborate with students, parents, and others to assist in meeting student needs	
						57	Work with other teachers in curriculum development, and sharing ideas and resources	

	improvement					58	Establish and maintain a positive relationship with students' families
<b>5(d)</b>	Engages in targeted professional growth opportunities and reflective practices			6	Staff development	59	Engage in continuing improvement of professional knowledge and skills
						60	Assist others in acquiring new knowledge and understanding
						61	Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content
						62	Conduct a personal assessment periodically to determine professional development
<b>5(e)</b>	Implements knowledge and skills learned in professional development in the teaching and learning process						

6. PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

FEAPs		Marzano		Putnam 2012		Indicators for use with Putnam	
<b>5(a)</b>	Code of Ethics and the Principles of	39	Demonstrating Value and Respect for Low Expectancy Students	7	Professional Responsibilities	64	Act in a professional and ethical manner and adhere to Code of Ethics
	Professional Conduct of the Education Profession of Florida	40	Asking Questions of Low Expectancy Students	5	Collaboration	67	Maintain confidentiality of student and other professional information
		55	Promoting positive interactions with colleagues			68	Comply with policies procedures, and programs
		56	Promoting positive interactions with students and parents			69	Exercise appropriate professional judgment
		59	Adhering to district and school rules and procedures			70	Support school improvement initiatives
		60	Participating in district and school initiatives				

## APPENDIX 2- RESEARCH BASIS FOR THE MARZANO MODEL

Haystead, M. W. & Marzano, R.J. (2010) *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)

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Marzano Research Laboratory. (2011) *What Works in Oklahoma Schools: Phase II Report*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)