<mark>ALIGNMENT TO STANDARDS-BASED INSTRUCTION</mark>

The Florida State Model for Classroom Teacher Professional Learning and Evaluation – an evaluation tool aligned to Dr. Robert Marzano's contemporary research on instructional strategies and practices with a cause and effect relationship to student learning growth.

The purpose of the Marzano based indicators are to increase student learning growth by improving the quality of instructional services. The focus is on developing a repertoire of quality strategies with teacher capacity to implement them correctly and in appropriate circumstances. The following charts identify ways to use the Florida State Model for Classroom Teacher Evaluation to promote practices that align this instructional framework to standards-based instruction (SBI) and the transition to the Common Core standards. (Note: Only those indicators with a **direct alignment** to standards-based instruction are included in the charts below.)

Domain 1: Classroom Strategies and Behaviors The focus of this domain is on the actions and behaviors that teachers demonstrate and the strategies that teachers use which have a direct effect on student achievement.	Standards-Based Instruction Alignments – Questions to consider in using the indicator to focus on SBI.
Design Question One: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
Indicator: Providing Clear Learning Goals and Scales (Rubrics) The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.	• Each course has assigned state standards (**Common Core**/NGSSS). Does the teacher use these standards as the basis for articulating a clear learning goal for students? • Does the learning goal clearly articulate a desired outcome that aligns to mastery of an appropriate standard? • Is the learning goal specific regarding the particular standard(s) that will be mastered? • Does the scale (rubric) clearly delineate the performance that will be required to determine mastery of the standard?
Design Question Two: What will I do to help students effectively interact with new knowledge?	
Indicator: Identifying Critical Information During this segment of the lesson, the teacher identifies the specific information to which students should pay particular attention.	• Is the teacher identifying information which is essential to unpacking the standard for the students? • Are the linkages between common critical elements being made? • Does the time and attention being invested on the critical information align with the importance of the element in meeting the course standard(s)?
Indicator: Previewing New Content When previewing new content, the teacher engages students in activities that help them make links between what they already know and the new content being addressed.	• Has the teacher identified elements of the **Common Core** standards or NGSSS that will help students make these links? • Is the teacher considering the overarching course questions being addressed by the course standards as links to new information are made? • Does the teacher call upon information from previously mastered standards to help students make the links to

	• the new information? • Is relevant critical information from previous standards considered and discussed as a way of linking and connecting the new information?
Indicator: Chunking Content into "Digestible Bites" It is important for the teacher to ensure that information is presented in increments that can be easily processed by students (i.e. digestible bites).	• Are the chunks of information aligned with the manner in which they are grouped by the standards (**Common Core**/NGSSS)? • Does the "chunking process" enhance the degree to which the links are made between the essential core standards of the course or between **Common Core** standards? • Do the methods used to break the content into manageable pieces yield their intended results in terms of ensuring mastery of the standards?
Indicator: Processing New Information The teacher engages students in actively processing new information.	• Does the processing of information indicate progress toward mastering content essential to the course standard(s)? • Is the manner in which students are engaged with the content indicating progress toward mastering **Common Core** standards related to literacy? • Is the teacher designing engagement strategies that support, enhance or reinforce anchor standards for **Common Core**?
Indicator: Elaborating on New Information The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.	• Are the questions leading to a deeper level of understanding of the standard(s)? • Do the engagement strategies ensure a more rigorous examination of the essential element of the standard? • Is essential information required for mastery of the standard being reinforced by the elaboration?
Indicator: Recording and Representing Knowledge The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.	• Are the activities demonstrating that students understand key course content as articulated in the course standards? • Is the manner in which students are recording or representing their knowledge indicating progress toward mastering **Common Core** standards related to literacy? • Do the activities support, enhance or reinforce anchor standards for **Common Core**?
Indicator: Reflecting on Learning The teacher engages students in activities that help them reflect on their learning and the learning process.	• As part of the reflection process, are students clear about how this new information is related to the intended outcomes of the course or to their mastery of course standards? • Does the reflective process engage students in activities that support, enhance or reinforce anchor standards for **Common Core**? • Are students identifying "hard to grasp" concepts present in the standards? • Does the teacher use the information shared during the reflection process to determine progress toward mastery of the course standard(s)? • Does the teacher use the information shared during the reflection process to determine progress toward mastery of **Common Core** elements?
Design Question Three: What will I do to help students practice and deepen their understanding of new knowledge?	
Indicator: Reviewing Content The teacher engages students in a brief review of content that highlights the critical information.	• Is the teacher reviewing information which is essential to unpacking the standard for the students? • Are links between common critical elements being

	made?
• Are students clear about how the information is related to the intended outcomes of the course or to their mastery of course standards?
• Is the teacher clarifying some of the "hard to grasp" concepts of the standard as identified during the reflection segment of the previous lesson(s)?
Indicator: Using Homework
When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.	• Are the homework activities designed so that students will reinforce their understanding of key course content as articulated in the course standards?
• Does the review of students' homework assignments indicate progress toward mastering course standards?
• Does the review of students' homework assignments indicate progress toward mastering **Common Core** standards related to literacy?
• Do the homework activities support, enhance or reinforce anchor standards for **Common Core**?
Indicator: Examining Similarities and Differences
When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences. Such activities may require students to compare, classify, analyze or create metaphors for the information.	• Does the teacher use essential elements of course standards as the basis for comparison activities?
• Do the comparisons indicate an understanding of fundamental knowledge for course standards?
• Does the classification or analytical activity reinforce core standards for the key content?
• Do the activities used to examine similarities and differences reinforce **Common Core** standards?
• Do the activities used to examine similarities and differences reinforce anchor standards for literacy?
Indicator: Examining Errors in Reasoning
When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.	• Does the teacher use essential elements of course standards as the basis for helping students examine errors in reasoning?
• Do the students' responses indicate an understanding of fundamental knowledge for course standards?
• Do these activities reinforce core standards for the key content?
• Do the activities reinforce **Common Core** standards?
• Do the activities reinforce anchor standards for literacy?
Indicator: Practicing Skills, Strategies and Processes
When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.	• Are the practice activities designed so that students will reinforce their understanding of key course content as articulated in the course standards?
• Does the review of students' practice assignments indicate progress toward mastering course standards?
• Does the review of students' practice assignments indicate progress toward mastering **Common Core** standards related to literacy?
• Does the practice activity support, enhance or reinforce anchor standards for **Common Core**?
Indicator: Revising Knowledge
The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	• Does the revised information require that students correct essential understanding related to course standards?
• Does the revision of information help to clarify the links between common critical elements in the course standards or of the **Common Core** standards?
• Are students clear about how the revised information is related to the intended outcomes of the course or to their mastery of course standards?

	• Does the revision process help to clarifying some of the "hard to grasp" concepts of the standard as identified during the reflection segment of the previous lesson(s)?
Design Question Four: What will I do to help students generate and test hypotheses about new knowledge?	
Indicator: Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.	• Are tasks congruent with **Common Core** anchor standards for literacy? • Does the task require students to use information from previous standards related to the attainment of mastery for the current standard? • Does the teacher help students to understand the relationship between the task and the appropriate course standard or essential question? • Are the cognitively complex tasks designed to increase the rigor of the course in alignment with the NGSSS intent? • Does the review of student products generated during this phase of instruction indicate progress toward mastery of course standards?
Indicator: Providing Resources and Guidance The teacher acts as resource provider and guide as students engage in cognitively complex tasks.	• Does the teacher lead students to explore resources promoted in the course or **Common Core** standards?
Design Question Five: What will I do to engage students?	
Indicator: Using Academic Games	• Does the teacher use content in the academic games that supports the acquisition of essential knowledge for mastering the course standards? • Do the games help students to acquire **Common Core** anchor standards for literacy? • Is the teacher clear in explaining how the use of the game is directly related to mastery of essential course content?
Indicator: Demonstrating Intensity and Enthusiasm The teacher demonstrates intensity and enthusiasm **for the content** in a variety of ways. The essential element in this indicator is around the teacher's enthusiasm about the subject matter.	• Do the personal stories or experiences described by the teacher relate directly to key content required for mastery of the course standard? • Does the teacher clearly relate the relationship of the personal vignette to content course standards?
Indicator: Using Friendly Controversy The teacher uses friendly controversy techniques to maintain student engagement.	• Are the activities used to promote friendly controversy aligned with skills or strategies that students must demonstrate to be considered content literate? • When engaging in dialogue related to friendly controversy activities, are students encouraged/required to apply skills from the **Common Core** anchor standards for listening and speaking?
Indicator: Providing Opportunities for Students to Talk about Themselves The teacher provides students with opportunities to relate what is being addressed in class to their personal interests. In the design of this indicator, teachers must ensure that students make connections between the content and their personal interests.	• Do the personal stories or experiences described by the student relate directly to key content required for mastery of the course standard? • Does the student clearly relate the relationship of the personal vignette to content course standards? • Are the activities aligned with skills or strategies that students must demonstrate to be considered content literate? • When sharing information, are students encouraged/required to apply skills from the **Common Core** anchor standards for listening and speaking?
Indicator: Presenting Unusual or Intriguing Information The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.	• Does the unusual or intriguing information relate directly to key content required for mastery of the course standard? • Does the teacher clearly relate the relationship of the

	information to content course standards?
	• Can the students describe the relationship between the unusual or intriguing information and essential course content?
	• Does student interaction with the unusual or intriguing information indicate progress toward mastery of course standards or **Common Core** anchor standard for literacy?
Design Question Eight: What will I do to establish and maintain effective relationships with students?	
Indicator: Understanding Students' Interests The teacher uses students' interests and background to produce a climate of acceptance and community. An element of this indicator is building student interest into lessons. It is important to ensure that use of this strategy helps students to see the link between the area of interest and mastery of course standards.	• Does the activity built on student areas of interest relate directly to key content required for mastery of the course standard? • Does the teacher clearly relate the relationship of the information to content course standards? • Can the students describe the relationship between the area of interest information and essential course content? • Does student interaction with the content built around areas of interest indicate progress toward mastery of course standards or **Common Core** anchor standard for literacy?
Design Question Nine: What will I do to communicate high expectations for all students?	
Indicator: Asking Questions of Low Expectancy Students The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	• Does the teacher hold the same expectations for all students regarding mastery of course standards? • Does the teacher ensure that all students have multiple opportunities to interact with the course content in a manner that is congruent with student abilities to demonstrate mastery of course standards? • Are all students expected to interact with content in complex ways that hold them accountable for mastery of course standards and **Common Core** standards? • Are all students held accountable for demonstrating **Common Core** anchor standards for literacy?
Indicator: Probing Incorrect Answers of Low Expectancy Students The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.	• Does the teacher hold the same expectations for all students regarding responses to questions about essential course content? • Does the teacher ensure that all students have multiple opportunities to answer questions related to course content in a manner that is congruent with student abilities to demonstrate mastery of course standards? • Are all students expected to answer questions about content in complex ways that hold them accountable for mastery of course standards and **Common Core** standards? • Are all students held accountable for demonstrating **Common Core** anchor standards for literacy?

Domain 2: Planning and Preparing The focus of this domain is on effective planning and preparation to facilitate better decisions in the classroom in order to produce the greatest gains on student learning.	**Standards-Based Instruction Alignments – Questions to consider in using the indicator to focus on SBI.**
Planning and Preparing for Lessons and Units	
Indicator: Effective Scaffolding of Information within Lessons Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.	• Does the teacher describe the rationale for how the content is organized and aligned to mastery of course standards or **Common Core** standards? • Does the teacher describe the rationale for the sequence of instruction in order to ensure mastery of

	course standards?
	• Does the teacher describe how content is related to previous lessons, units or other content specific to course standards?
	• Does the teacher organize content that builds upon previous information, thereby scaffolding essential critical information present in the course standards?
	• Is the presentation of content logical and progressive (from simple to complex)?
	• Where appropriate, is content integrated with other content areas and standards (NGSS/**Common Core**)?
Indicator: Lessons within Units The teacher organizes lessons within units to progress toward a deep understanding of content.	• Does the teacher describe how lessons within the unit progress toward deep understanding and transfer of content related to mastery of course standards?
	• Does the teacher describe how learning will be extended so that students are progressing toward standard mastery?
	• Do lesson plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways in alignment with the rigor of NGSSS and **Common Core** Standards?
Indicator: Attention to Established Content Standards The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.	• Do plans identify or reference the important content standards identified by the district?
	• Do plans reflect appropriate attention to **Common Core** standards?
	• Do plans reflect appropriate attention to **Common Core** anchor standards for literacy?
	• Do plans reflect the sequence of the content to be taught as identified by the district in order to ensure mastery of course standards?
Planning and Preparing for Use of Resources and Technology	
Indicator: Use of Available Traditional Resources The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	• Does the teacher lead students to explore resources promoted in the course or **Common Core** standards?
	• Are the identified resources reflective of those required for mastery of content standards?
	• Is use of the identified resources designed to promote proficiency in **Common Core** anchor standards for literacy?
Indicator: Use of Available Technology The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	• Does use of technologies enhance students' abilities to access key content that will lead to mastery of course or **Common Core** standards?
	• Are the identified technology resources reflective of those required for mastery of content standards?
	• Is use of the identified technology resources designed to promote proficiency in **Common Core** anchor standards for literacy?
Planning and Preparing for Special Needs of Students	
Indicator: Needs of English Language Learners The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.	• Does the teacher hold the same expectations for ELL students regarding mastery of course standards?
	• Does the teacher ensure that ELL students have appropriate adaptations while holding them accountable for mastery of course standards and **Common Core** standards?
	• Are ELL students held accountable for demonstrating **Common Core** anchor standards for literacy?
Indicator: Needs of Students Receiving Special Education	• Does the teacher hold the same expectations for

	students receiving special education regarding mastery of course standards? • Does the teacher ensure that students receiving special education have appropriate adaptations while holding them accountable for mastery of course standards and **Common Core** standards? • Are students receiving special education held accountable for demonstrating **Common Core** anchor standards for literacy?
Indicator: Needs of Students Who Lack Support for Schooling The teacher identifies the needs of students who come from home environments that offer little support for schooling.	• Does the teacher hold the same expectations for students who lack support for schooling regarding mastery of course standards? • Does the teacher ensure that students who lack support for schooling have appropriate adaptations while holding them accountable for mastery of course standards and **Common Core** standards? • Are students who lack support for schooling held accountable for demonstrating **Common Core** anchor standards for literacy?

Domain 3 – Reflecting on Teaching The focus of this domain is on teachers' awareness of their own instructional practices and their ability to translate this self-awareness into professional growth plans that are monitored and adjusted as appropriate.	**Standards-Based Instruction Alignments – Questions to consider in using the indicator to focus on SBI.**
Evaluating Personal Performance	
Indicator: Identifying Specific Areas of Pedagogical Strength and Weakness The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).	• Does the teacher identify specific areas of strength and weakness related to understanding of NGSSS or **Common Core** standards? • Does the teacher keep track of specifically identified focus areas for improvement related to NGSSS or **Common Core** standards?
Indicator: Evaluating the Effectiveness of Individual Lessons and Units The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.	• Does the teacher gathers and keeps records of his or her evaluations of individual lessons and units, specifically in relation to how well they were able to move students toward mastery of targeted course or **Common Core** standards? • Is the teacher able to explain the strengths and weaknesses of specific lessons and units as they relate to standards mastery? • Is the teacher able to explain the alignment of the assessment tasks and the targeted learning goals for standards mastery? • Does the teacher explain how the assessment tasks help track student progress toward learning goals related to the targeted standard(s)?
Indicator: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.	• Does the teacher collect evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) related to mastery of NGSSS/**Common Core** standards? • Is the teacher able to provide an analysis of specific causes of success or difficulty for specific categories of students (i.e., different socio-economic groups, different ethnic groups) related to mastery of NGSSS/**Common Core** standards? • Can the teacher explain the differential effects of

	specific classroom strategies and behaviors on specific categories of students related to mastery of NGSSS/**Common Core** standards?
Developing and Implementing a Professional Growth Plan	
Indicator: Developing a Written Growth and Development Plan The teacher develops a written professional growth plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.	• Does the teacher describe how specific professional learning will enhance his/her ability to deliver content sufficient for students to master the identified course and/or **Common Core** standards? • Are specific goals and action steps aligned with improvement for targeted areas of weakness related to NGSSS/**Common Core** standards? • Are identified resources sufficient and related to targeted areas for improvement?
Indicator: Monitoring Progress Relative to the Professional Growth Plan The teacher charts his or her progress toward goals using established action plans, milestones and timelines.	• Does the teacher describe progress toward mastery of professional growth goals and their impact on his/her ability to deliver content related to course standards or **Common Core** standards? • Does the teacher describe student growth or mastery of standards related to his/her professional growth plan? • Does the teacher present data that substantiates this student growth or mastery of standards?

Domain 4 – Collegiality and Professionalism The focus of this domain is on the environment around which the other domains may be effectively implemented.	**Standards-Based Instruction Alignments – Questions to consider in using the indicator to focus on SBI.**
Promoting a Positive Environment	
Indicator: Promoting Positive Interactions with Colleagues The teacher interacts with other teachers in a positive manner to promote and support student learning.	• Does the teacher access available expertise and resources to support students' learning needs from colleagues who share common course standards? • Does the teacher interact positively with colleagues to promote and support student learning related to NGSSS/**Common Core** standards?
Indicator: Promoting Positive Interactions about Students and Parents The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	• Does the teacher foster collaborative partnerships with parents to include communicating the course standards? • Does the teacher ensure consistent and timely communication with parents regarding student expectations, progress and/or concerns related to mastery of NGSSS/**Common Core** standards? • Does the teacher encourage parent involvement in classroom and school activities related to students' mastery of NGSSS/**Common Core** standards? • Does the teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families when communicating expectations related to students' mastery of NGSSS/**Common Core** standards? • Does the teacher use multiple means and modalities to communicate with families related to students' mastery of NGSSS/**Common Core** standards? • Does the teacher respond promptly to requests for support, assistance and/or clarification related to students' mastery of NGSSS/**Common Core** standards?
Promoting Exchange of Ideas and Strategies	
Indicator: Seeking Mentorship for Areas of Need or Interest	• Does the teacher seek assistance from colleagues in

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.	support students' learning needs related to mastery of course standards? • Does the teacher seek help and input during meetings of professional learning communities in support of instruction around common course standards or **Common Core** standards? • Does the teacher seek assistance from appropriate school administrators or staff members as needed related to course standards or **Common Core** standards? • Does the teacher interact with colleagues around areas of common interest to promote and support student learning related to NGSSS/**Common Core** standards?
Indicator: Mentoring Other Teachers and Sharing Ideas and Strategies The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.	• Does the teacher provide assistance to colleagues in support students' learning needs related to mastery of course standards? • Does the teacher provide help and input during meetings of professional learning communities in support of instruction around common course standards or **Common Core** standards? • Does the teacher direct other teachers to seek assistance from appropriate school administrators or staff members as needed related to course standards or **Common Core** standards?
Promoting District and School Development	
Indicator: Participating in District and School Initiatives The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	• Does the teacher serves on school and district committees which support curriculum, instruction or assessment related to NGSSS or **Common Core** standards? • Does the teacher facilitate professional development opportunities at school or for the district related to NGSSS or **Common Core** standards? • Does the teacher document efforts to achieve school and district improvement goals related to NGSSS or **Common Core** standards?