

MAVERICKS IN EDUCATION

EVALUATION SYSTEM

FOR INSTRUCTIONAL

EMPLOYEES

SY 2014-2015

(Plans posted on <http://maverickshigh.com/schools/ft-lauderdale/> and
<http://maverickshigh.com/schools/pompano-beach/>)



MAVERICKS IN EDUCATION EVALUATION SYSTEM FOR INSTRUCTIONAL EMPLOYEES

Mavericks In Education (MIE) has developed processes concerning the implementation of the teacher evaluation system for all employees of Mavericks High Schools based on sound educational principles and contemporary research. Effective practices include three major areas; the performance of students, instructional practice, and professional and job responsibilities. Our instructional framework goal is that all teachers will increase their expertise each year which will generate gains in individual student achievement from year to year with a powerful aggregate effect.

MIE selected the state-approved Marzano model for the school's teacher evaluation system since it openly aligns to the Mavericks High School learning model. The Marzano Evaluation Model is designed around five underlying concepts: 1) Teachers can increase their expertise from year to year which can produce year to year gains in student learning. 2) A common language of instruction and evaluation is the key school improvement strategy. 3) The common language must reflect the complexity of teaching and learning. 4) Focused feedback and focused practice using a common language provides opportunities for teacher growth. 5) The Marzano Evaluation Framework is a causal model. When appropriately applied at the appropriate time, teacher efficacy will improve and student learning will follow.

1. Evaluation Rating Criteria

- a. MIE utilizes the state-approved Marzano State Model Framework: The Art and Science of Teaching and will implement the following overall final ratings in the 2014- 2015 school year: Highly Effective, Effective, Needs Improvement/ Developing and Unsatisfactory. The overall final ratings and weighting will be monitored by the MIE Director of Curriculum & School Accountability and each school principal, who will recommend adjustments to each Mavericks High School Governing Board for approval when appropriate.

b.

Ratings for Instructional Employees
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Highly Effective Effective Developing Unsatisfactory

- c. Rubric scales and ratings for instructional practice are incorporated within the Marzano Observation and Evaluation System (MOES). The four domains within the MOES contain sixty elements of classroom strategies that contemporary research identifies to increase student achievement. Rubrics associated with each strategy identify the teacher's performance along a continuum from Innovating to Not Using, as defined.
- Innovating – adapts and creates new strategies for unique student needs and situations
 - Applying – uses the strategy and monitors student behavior to determine if strategy is having the desired effect
 - Developing – uses the strategies correctly but in a mechanistic way, i.e., with a lack of automaticity
 - Beginning – uses strategy incorrectly or partially so impact on student learning is not as high as it could be
 - Not Using – strategy was called for but teacher did not use

The ratings for instructional practice will be adjusted and monitored by the Director of Curriculum & School Accountability, who will make recommendations for adjustments to the Superintendent for approval when appropriate.

Rubric Scales	Ratings for Instructional Practice
Innovating	Highly Effective
Applying	Effective
Developing	Developing
Beginning	Unsatisfactory
Not Using	

- d. The principal or supervisor of each instructional employee will be responsible for compiling the information and assigning the overall final rating.
- e. The overall final rating of each instructional employee will be based upon a three part system utilizing the MOES including the state's required performance of students' measures. Current plans call for

using a variety of statistical and standard setting models based on student academic performance. The final overall ratings were developed and will be monitored by school administrators who will recommend adjustments to the Director of Curriculum & School Accountability for approval when appropriate. The overall evaluation for all instructional employees, per s. 1012.34 F.S., will consist of the following components with the indicated percentages:

Evaluation Components	Overall Evaluation Components
	Instructional Employees
Performance of Students	40%
Instructional Practice	40%
Instructional Growth Plans	20%

2. Performance of Students

As of May, 2015, the Florida State Department of Education determined that schools can evaluate teachers using state tests results, as long as they only use students in that teacher's class. Lawmakers reduced the emphasis on tests results in evaluations and instead of test results comprising up to half of a teacher's score, now they can make up as little as one-third of the score.

Following are four scenarios from the state in determining teacher evaluation scores. Due to the unique model of Mavericks High Schools, MIE has decided to use 'Option d' for all teachers for SY 2014-2015, in which performance of students' scores will count for 40% of the instructional employee performance evaluation.

- a. A combination of data included in the performance of students component may be based on the teacher's teaching assignment (s. 1012.34, F.S.)
- b. For courses assessed by the state for which a state growth model has been selected (currently FSA and Algebra 1); evaluations will be based on the performance of student's component on the results of the state growth model. In addition, the school will also use performance standards adopted into State Board Rule for these courses. (s. 1012.34, F.S.)

- c. For courses not assessed by the state and courses with statewide assessments without a state-adopted growth model, districts (schools) have the flexibility to use all, some or none of the results of statewide assessments in the performance of student's component. (s. 1012.34, F.S.)
- d. **Classroom teachers, non-FSA classroom teachers and non-classroom teachers will be assigned the performance of students' scores from the FSA, Algebra I EOC, EOCs for non-Algebra Courses, and other assessments identified by the district. The performance of students' scores will count for 40% of the instructional employee performance evaluation. Teacher schedules will be used to determine which performance of students' scores will be utilized for evaluation purposes.**

As indicated on the 'Overview of Florida's Teacher Evaluation System', and in conjunction with the Mavericks High School model and student population; MIE will a) 'use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate' and/or b) 'incorporate growth on statewide standardized assessments (pupil progression) as part of the performance of students component of a teacher's evaluation where appropriate'.

3. Local Assessment Policy

In alignment with the BROWARD COUNTY PUBLIC SCHOOLS BROWARD INSTRUCTIONAL DEVELOPMENT AND GROWTH EVALUATION SYSTEM BRIDGES and Florida Statute 1008.22(6), Mavericks High Schools will maintain the following local assessment policy as followings:

Florida Statute 1008.22(6) requires that each district school board adopt policies for selection, development, and scoring of local assessments and for the collection of assessment results. Except for those subjects and grade levels measured under the statewide, standardized assessment program, beginning with the 2014-2015 school year, each school district shall administer for each course offered in the district a local assessment that measures student mastery of course content as the necessary level of rigor for the course. Local assessments that are permissible for English language arts, mathematics, science, and social studies courses used to meet graduation requirements that are not assessed by statewide, standardized assessments may be any of the following:

1. Statewide assessments.
2. Other standardized assessments, including nationally recognized standardized assessments.
3. Industry certification assessments.

4. District-developed or district-selected end-of-course assessments.

Local assessments may include teacher-selected or principal-selected end-of-course assessments that conform to the school district policies for the selection, development, administration and scoring of these assessments, but not for those courses used to meet graduation requirements.

4. Core of Effective Practices

- a. The central purpose of the MIE Evaluation System for Instructional Employees is to increase student learning and achievement by improving the performance of all instructional employees through a comprehensive program of support, training and documentation of teaching practices.
- b. MIE will implement the state adopted model, the MOES, in all Mavericks High Schools. The Marzano Evaluation Model includes nine categories of 60 strategies or elements, which are clustered in four domains that have a strong effect on student achievement. These domains include Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, and Domain 4: Collegiality and Professionalism.
- c. The MOES are aligned to the six Florida Educators Accomplished Practices (FEAPs) Rule 6A-5.065, F.A.C., and Section 1012.34, Florida Statutes, and has been adopted by the Florida Department of Education. (Appendix 1)
- d. The MOES will meet district and statutory requirements including;
 - MOES is designed to support effective instruction and student academic performance
 - Results will be used when developing school improvement plans results will be used to identify professional development for instructional personnel
 - Mechanisms are in place to examine performance data from multiple sources, including parent input into evaluations when appropriate
 - All teachers will be formally observed and evaluated at least twice annually
 - All new staff members will be trained at new hire orientation
 - All evaluators will be trained and retrained each summer and throughout the year
 - The Director of Curriculum & School Accountability will monitor the use of evaluation criteria by evaluators
 - The Director of Curriculum & School Accountability and school principals will monitor the effectiveness of the system to improve student learning and instruction by reviewing the school's and

student performance data by conducting monthly meetings with the principal and determining any additional support or system adjustments required for effective implementation of the evaluation system.

- Evaluations may be amended if assessment data are available within 90 days of the close of the school year.
- e. The MOES are based on contemporary research, including:
- Research Based Validation studies on the MOES
 - Contemporary Research on the Supervision and Evaluation of Teachers
 - A Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies
- f. MIE partnered with Learning Sciences International to train school administrators that conduct or will be conducting evaluations/observations of instructional employees.
- g. The success of the evaluation system is dependent upon the fidelity with which all administrators conducting the evaluations/observations adhere to the core of effective practices. MIE will provide in-depth professional development on the MOES to all Mavericks High School employees, followed by training on the observations and other components of the evaluation system.

5. Annual Evaluations

Evaluations will be conducted by the principal, director, his/her designee, and/or another evaluator for all employees. All employees must be oriented to the Mavericks In Education Evaluation System for Instructional Employee by September 15 each year. Newly hired personnel must be oriented upon employment.

Evaluation of Classroom Teachers:

All classroom teachers will be evaluated using the Mavericks In Education Evaluation System for Instructional Employees for classroom teachers. This instrument contains 41 elements within Domain 1 and 19 elements within Domains 2, 3, and 4.

Evaluation of Non-classroom Teachers:

All teachers who have an employee classification coded as non-classroom teacher will be evaluated using the Mavericks In Education Evaluation System for Instructional Employees for non-classroom teachers. This will include Specialized Teachers/Support, Counselors and Testing Coordinators. These instruments contain

41 elements within Domain 1 and 19 elements within Domains 2, 3, and 4.

All instructional employees will be evaluated annually and notified of their results. All teachers, not just first year teachers, will be evaluated twice each year. MIE will adopt the state's recommended implementation, as follows, at all Mavericks High Schools:

- a. FY2014-2015 (ongoing), evaluators/observers and instructional employees will learn about deliberate practice by studying the teaching competencies indicated in the MOES.
- b. FY2014-2015 (ongoing), professional development initiatives for Domains 1 & 4.
- c. FY2015-2016, Domains 1 - 4 will be implemented.

6. Evaluator Training

- a. All MIE and Mavericks High School evaluators/observers responsible for evaluating instructional employees will be trained in the MOES.
- b. MIE has partnered with the Learning Sciences International to train school administrators who will be conducting evaluations/observations of instructional employees.
- c. The evaluators'/observers' supervisors will monitor the results and consistency of each evaluators'/observers' evaluation data.

7. Process of Informing Teachers about the Evaluation Process.

- a. Current employee
 - Principals and assistant principals will participate in ongoing professional development pertaining to the MOES to ensure reliability and to remain abreast of best practices.
 - MIE is consulting with Learning Sciences International to identify and train employees to build capacity using a "Train the Trainer" model in the MOES.
 - Marzano's "The Art and Science of Teaching" will continue to be utilized as a resource when providing professional development to instructional and administrative personnel.
 - MIE will provide ongoing communications to all instructional and administrative employees.
- b. All new instructional employees will be provided an opportunity to participate in professional learning opportunities pertaining to this observation/evaluation system through school-based professional development, and/or job-embedded professional development through MIE personnel.

8. Evaluation by Supervisor

All school based employees will be evaluated by the school principal and/or assistant principal. The assistant principal will be evaluated by the principal. The principal will be evaluated by the Director of Curriculum & School Accountability and/or the Deputy Superintendent.

9. Annual Review

At the conclusion of each school year, MIE evaluates the implementation and effectiveness of the evaluation system in supporting improvement in instruction and student learning. This review was completed by exploring the following data:

- a. Reviewing the results of instructional employee evaluations, and school level trends.
- b. Reviewing the effectiveness of professional learning opportunities.
- c. Identifying strengths and weaknesses associated with the design and implementation.

Based upon this review, MIE decided to continue to provide professional learning opportunities for administrators and teachers to deepen their understanding of the MOES.

10. Multiple Evaluations for Newly Hired Teachers

- a. All MIE employees, including newly hired employees, will be evaluated a minimum of twice a year. The first evaluation will be provided to the employee mid-year and the second evaluation will occur at least ten (10) working days prior to the employee's last duty day of the school year.

11. Multiple Data Sources for Final Evaluations

- a. The MOES will be used to collect evidence on instructional practices.
- b. The performance of students measures as stated in Section 2.
- c. Professional standards and ethics; school policies and school based responsibilities.
- d. MIE will continue to work collaboratively with the school district and school administrators to establish additional measures.

12. Improvement Plans

The teacher evaluation system and the school's school improvement plan provide the foundation for improving teacher effectiveness and student learning. Data related to

teacher observation and evaluation and student growth will be collected and analyzed from a number of sources, including but not limited to iObservation provided by Learning Sciences International, school improvement plans, and student data in the district and MIE Student Information Systems.

13. Continuous Professional Improvement

- a. The MOES is designed to support the professional growth of teacher's daily instructional practices.
- b. MIE will utilize the iObservation System and Resource Library as well as student growth measures to provide timely and relevant feedback and professional learning opportunities to instructional employees.
- c. Other professional learning opportunities will be developed and provided to support instructional practices.
- d. Teacher performance will be observed multiple times by trained administrators that provide timely feedback (within 10 working days). The observation tool (iObservation) allows for efficient feedback that encourages dialogue between administrator and teacher as well as relevant professional development targeted to individual needs.

14. Peer Review Option

- a. MIE will use the Peer Review Option as part of the observation system, but Peer Reviewed observations will not count towards an employee's

15. Input into Evaluation by Trained Employee other than the Supervisor.

- a. School based and/or MIE based administrators who have been trained in the MOES may provide input into the instructional practice evaluation for each teacher(s) he/she supervises. In addition to supervisors trained in MOES, only MIE-based Marzano Trainers are permitted to provide input to the instructional practice evaluation.

15. Parent Input

- a. F.S. 1012.34 (3)(b) includes a "mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations." MOES Domain 4: Collegiality and Professionalism includes an element to assess the promotion of positive interactions around parents and students.
- b. Parents are invited to participate in both formal and informal processes throughout the year, including, but not limited to parent conferences, board meetings, open houses, and parent surveys.

- c. Parent input will not be used as an additional measure for teacher evaluations, but will be used for school improvement.

16. Amending Evaluations Option

- a. Evaluations of instructional employees may be amended up to 90 days after the end of the school year to accommodate the availability of assessment data.
- b. MIE and school administrators will collaboratively establish the appropriate protocol process.

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

1. **Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>1a Aligns instruction with state-adopted standards at the appropriate level</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>			

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1b Sequences lessons and concepts to ensure coherence and required prior knowledge	2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
1c Designs instruction for students to achieve mastery	2.2 Planning and Preparing for Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		

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	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling			
1d Selects appropriate formative assessments to monitor learning		Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		

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<p>1e Uses a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons</p>	<p>2.3 Planning and Preparing for Special Needs Students</p>	<p>Routine Events</p>	<p>3.1 Evaluating Personal Performance</p>	<p>4.1 Promoting a Positive Environment</p>
	<p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>RE 2 Tracking student progress RE 3 Celebrating success</p>	<p>3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units</p>	<p>4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents</p>
	<p>Content</p> <p>C 11 Homework</p>	<p>3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)</p>	<p>4.2 Promoting Exchange of Ideas and Strategies</p> <p>4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies</p>	
<p>Enacted on the Spot</p> <p>EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p>	<p>3.2 Developing a Professional Growth Plan</p> <p>3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan</p>	<p>4.3 Promoting District and School Development</p> <p>4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives</p>		

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<p>1f Develops learning experiences that requires students to demonstrate a variety of applicable skills and competencies</p>	<p>2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>Content</p> <p>C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks</p>		

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FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
2a Organizes, allocates, and manages the resources of time, space, and attention	2.1 Planning and Preparing for Lessons and Units	Routine Events		
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		
	2.3 Planning and Preparing for Special Needs Students	Enacted on the Spot		
	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	EOS 13 Understanding students' interests and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control		

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2b Manages individual and class behaviors through a well-planned management system		Routine Events RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge		
2c Conveys high expectations to all students		Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 1 Identifying critical information		

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		Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
2d Respects students' cultural, linguistic and family background		Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 1 Identifying critical information		

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		Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
2e Models clear, acceptable oral and written communication skills	2.1 Planning and Preparing for Lessons and Units	Routine Events		
	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures		

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		<p>Content C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites"</p> <p>Enacted on the Spot EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures</p>		
<p>2f Maintains a climate of openness, inquiry, fairness and support</p>		<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p>		

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		<p>Content C 1 Identifying critical information</p> <p>Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>		

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2g Integrates current information and communication technologies	2.2 Planning and Preparing for Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			

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2h Adapts the learning environment to accommodate the differing needs and diversity of students	2.1 Planning and Preparing for Lessons and Units	Routine Events		4.2 Promoting Exchange of Ideas and Strategies
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		4.2.2 Mentoring other teachers and sharing ideas and strategies

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a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
		<p>Content C 1 Identifying critical information C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen new knowledge C 16 Organizing students for cognitively complex tasks</p>		

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence and adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>2i Utilizes current and emerging assistive technology that enables students to participate in high quality communication interactions and achieve their educational goals</p>	<p>2.2 Planning and Preparing for Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>			

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>3a Delivers engaging and challenging lessons</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p>	<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures</p> <p>Content C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" C 5 Processing new information C 7 Recording and representing knowledge C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks</p>		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p>	<p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance</p> <hr/> <p>Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p>		

Florida Department of Education Support for Local Education Agencies
FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>3c Identifies gaps in student's subject matter</p> <p>3d Modifies instructions to respond to preconceptions or misconceptions</p>		<p>EOS 18 Probing incorrect answers with low expectancy students</p>		
<p>3e Relates and integrates the subject matter with other disciplines and life experiences</p>	<p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p>	<p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>RE 5 Organizing the physical layout of the classroom</p>		<p>4.2 Promoting Exchange of Ideas and Strategies</p> <p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p>

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	<p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>Enacted on the Spot</p> <p>EOS 1 Noticing when students are not engaged</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 6 Demonstrating intensity and enthusiasm</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 11 Applying consequences for lack of adherence to rules and procedures</p> <p>EOS 14 Using verbal and nonverbal behaviors that indicate affection for students</p> <p>EOS 15 Displaying objectivity and control</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p>		
<p>3f Employs high order questioning techniques</p>		<p>Content</p> <p>C 1 Identifying critical information</p> <p>C 5 Processing new information</p> <p>C 6 Elaborating on new information</p> <p>C 7 Recording and representing knowledge</p> <p>C 8 Reflecting on learning</p> <p>C 9 Reviewing content</p> <p>C 12 Examining similarities and differences</p> <p>C 13 Examining errors in reasoning</p> <p>C 14 Practicing skills, strategies, and processes</p> <p>C 15 Revising knowledge</p>		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
		Enacted on the Spot EOS 3 Managing response rates EOS 7 Using friendly controversy		
3g Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>3h Adapts the learning environment to accommodate the differing needs and diversity of students</p>	<p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>Enacted on the Spot</p> <p>EOS 13 Understanding students' interests and backgrounds</p>		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>3i Supports and encourages immediate feedback</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p>	<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures Content C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" Enacted on the Spot EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures</p>		
<p>3j Utilizes student feedback to monitor instructional needs and to adjust instruction</p>	<p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds</p>		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>4a 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</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>	<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures</p> <p>Content C 2 Organizing students to interact with new knowledge C 3 Managing response rates C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance</p>		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	<p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>		
<p>4b Designs and aligns formative and summative assessments that match learning objectives and lead to mastery</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p>	<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p>		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: ASSESSMENT
4c Uses a variety of assessment tools to monitor student progress, achievement and learning gains		Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
4d Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	2.3 Planning and Preparing for Special Needs Students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds		
4e Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)		Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success Enacted on the Spot EOS 3 Managing response rates		
4f Applies technology to organize and integrate assessment information	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>1a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs</p>	<p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 11 Homework Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p>	<p>3.1 Evaluating Personal Performance 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) 3.2 Developing a Professional Growth Plan 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan</p>	<p>4.1 Promoting a Positive Environment 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents 4.2 Promoting Exchange of Ideas and Strategies 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies 4.3 Promoting District and School Development 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives</p>

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
1b Examines and uses data-informed research to improve instruction and student achievement				
1c Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement				
1d Engages in targeted professional growth opportunities and reflective practices				
1e Implements knowledge and skills learned in professional development in the teaching and learning process				

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
2a Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida		Enacted on the Spot		4.1 Promoting a Positive Environment
		EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students		4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents
				4.3 Promoting District and School Development
				4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives

