



Florida Department of Education

Teacher Evaluation Systems Alignment: *The Florida Educator Accomplished Practices (FEAPs), Dr. Robert Marzano and Charlotte Danielson*

May 2012

Contributors:

Jessica Weiss; *Hillsborough County*
Tricia McManus; *Hillsborough County*
Kay Bonti; *Hillsborough County*
Shaylia McRae; *Hillsborough County*
Sandra Robinson; *Hillsborough County*
Debbie Terry; *Collier County*
Carla Moore; *St. Lucie County*

Debbie Lucas; *Orange County*
Melissa Carr Ed.D.; *Volusia County*
Gwynn Cadwallader; *Putnam County*
Mary Beth Hedstrom; *Putnam County*
Sharon Moffitt, Ph. D; *Broward County*
Debbie Cooke; *Florida Association
of Staff Development*

Table of Contents

Instructional Design and Lesson Planning	3
The Learning Environment	8
Instructional Delivery and Facilitation	14
Assessment	21

This document was developed as part of a **Community of Practice (CoP)** focused on continuing improvement of Florida school districts’ capacities for supporting educator professional learning through evaluation processes.

As a component in the CoP, a multi-district “Evaluation Workgroup” engaged in analysis of the use of evaluation instruments to guide improvement in teacher and school leader proficiency on practices that positively impact student learning growth. The workgroup is comprised of Florida educators with deep understanding of one of the following evaluation instruments:

- *The Florida State Model for Classroom Teacher Evaluation* (based on Dr. Robert Marzano’s meta-analyses)
- *The Framework for Teaching* developed by Dr. Charlotte Danielson

As of 2012, the state model teacher evaluation instrument (Marzano-based) is used in 44 percent of Florida districts and lab schools and the Danielson model is used in 20 percent. Most of the remaining district systems use models that incorporate elements of one or both of these models. Over 90 percent of Florida’s classroom teacher evaluation instruments contain elements from the Marzano and/or Danielson systems.

As Florida districts examine the impact of their classroom teacher evaluation instruments and explore revisions over the next several years, sharing the strengths and weakness of the various models in use is part of the Community of Practice process. As districts address revision of their systems, they must retain alignment with the Florida Educator Accomplished Practices (FEAPs). To support district sharing processes, the Evaluation Workgroup has compiled this document to illustrate how the Marzano and Danielson models align to the FEAPs.

Design: Alignment to the FEAPs is shown in a three column format. Column 1 cites text from the FEAPs. Column 2 cites text from the State Model aligned to that segment of the FEAPs (using the numbering system in the state model). Column 3 cites text from Danielson’s Framework for Teaching aligned to that segment of the FEAPs (using numbering from the most commonly used Danielson model). At the end of each section, a row entitled “Commonalities and Conclusions” notes areas where the two models address similar purposes.

1. Instructional Design and Lesson Planning

[Table of Contents](#)

Applying concepts from human development and learning theories, the effective educator consistently:

FEAPs	Marzano <i>RE: Routine Events, C: Content, EOS: Enacted on the Spot</i>	Danielson
a. Aligns instruction with state-adopted standards at the appropriate level of rigor	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • C 1 Identifying critical information <p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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 • 2.2.1 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>1a Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1b Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' special needs <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence and alignment • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources and Technology</p> <ul style="list-style-type: none"> • Resources and technology to extent content knowledge and pedagogy <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional groups • Lesson and unit structure
<i>Commonalities and Conclusions:</i>	<i>Teachers should have a solid understanding of what they are teaching and what students are to learn (the Common Core and Next Generation Sunshine State Standards). Learning goals should be created to align with standards and student needs.</i>	

<p>b. Sequences lessons and concepts to ensure coherence and required prior knowledge</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success <p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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>1a Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1b Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' special needs <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity and balance • Suitability for diverse learners <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
<p><i>Commonalities and Conclusions:</i></p>	<p><i>Lessons must lead toward mastery of standards in a logical and coherent manner. Lessons should access and expand upon prior knowledge with an understanding of prerequisite relationships within the content area and across the curriculum. Lessons should be planned in a manner that is cohesive and build upon each other to develop student prior knowledge in preparation for future learning.</i></p>	
<p>c. Designs instruction for students to achieve mastery</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • C 10 Organizing students to practice and deepen knowledge • C 16 Organizing students for cognitively complex tasks 	<p>1b Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency

	<p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.1.3 Planning and preparing for appropriate attention to established content standards • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	<ul style="list-style-type: none"> • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning
<i>Commonalities and Conclusions:</i>	<i>With an understanding of curriculum standards and individual student needs, the teacher should develop and implement lessons that will facilitate achievement of mastery.</i>	
d. Selects appropriate formative assessments to monitor learning	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress 	<p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning
<i>Commonalities and Conclusions:</i>	<i>The teacher should plan to track student progress with continuous monitoring and formative assessments of student learning throughout the instructional process.</i>	
e. Uses diagnostic student data to plan lessons	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 11 Homework • EOS 16 Demonstrating value and respect for low expectancy students • EOS 17 Asking questions of low expectancy students 	<p>1b Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

	<p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	<p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress
<p><i>Commonalities and Conclusions:</i></p>	<p><i>Using specific data that allows for the analysis of student progress and learning, the teacher should plan lessons that are appropriate and differentiated to meet individual student needs.</i></p>	
<p>f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • C 2 Organizing students to interact with new knowledge • 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>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	<p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	
<p><i>Commonalities and Conclusions:</i></p>	<p><i>Learning experiences should be designed to allow students to process and apply learning in a manner that is appropriate based on student needs and provides for continued learning through expansion. Learning experiences should include a variety of skills and competencies that lead to mastery of academic standards.</i></p>	

[Table of Contents](#)

2. The Learning Environment

[Table of Contents](#)

To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative, the effective educator consistently:

FEAPs	Marzano <i>RE: Routine Events, C: Content, EOS: Enacted on the Spot</i>	Danielson
<p>a. Organizes, allocates, and manages resources of time, space and attention</p> <p><i>Commonalities and Conclusions:</i></p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 4 Establishing classroom rules and procedures • RE 5 Organizing the physical layout of the classroom • EOS 10 Demonstrating "withitness" • EOS 12 Acknowledging adherence to rules and procedures • EOS 13 Understanding students' interests and backgrounds • EOS 15 Displaying objectivity and control <p>Domain 4: Collegiality and Professionalism</p> <ul style="list-style-type: none"> • 4.1.2 Promoting positive interactions with students and parents 	<p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p><i>Teachers should establish and review expectations regarding rules and procedures and monitor the extent to which students understand rules and procedures. Well-designed routines and procedures maximize instructional time. A well-managed classroom is safe and arranged in such a manner as to support the instructional activities.</i></p>		
<p>b. Manages individual and class behaviors through a well-planned management system</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 4 Establishing classroom rules and procedures • RE 5 Organizing the physical layout of the classroom • EOS 1 Noticing when students are not engaged • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures 	<p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student behavior <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties

	<ul style="list-style-type: none"> • EOS 12 Acknowledging adherence to rules and procedures • EOS 15 Displaying objectivity and control 	<ul style="list-style-type: none"> • Supervision of volunteers and paraprofessionals
<i>Commonalities and Conclusions:</i>	<i>Students learn best in a calm and structured environment with ongoing monitoring of routines, procedures and standards of conduct, which contribute to the sense of order and predictability.</i>	
c. Conveys high expectations to all students	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • EOS 16 Demonstrating value and respect for low expectancy students 	2b Establishing a culture for learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work
<i>Commonalities and Conclusions:</i>	<i>The atmosphere in the classroom reflects the educational importance of the work undertaken by both the students and the teacher. There should be high expectations for all students in which learning and hard work are valued. The student's current status and knowledge-gain relevant to the learning goal should be monitored and the efforts and behaviors that led to growth are to be celebrated.</i>	
d. Respects students' cultural linguistic and family background	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • 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 • EOS 6 Demonstrating intensity and 	2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with one another

	enthusiasm	
<i>Commonalities and Conclusions:</i>	<i>In a respectful classroom, all students feel valued and safe. The teacher should manage relationships with students and among students, ensuring that verbal and nonverbal interactions are positive and supportive. Differences should be celebrated and valued.</i>	
e. Models clear, acceptable oral and written communication skills	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 4 Establishing classroom rules and procedures • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • C 3 Previewing new content • C 4 Chunking content into "digestible bites" 	3a Communicating with Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language
<i>Commonalities and Conclusions:</i>	<i>Teachers should make the purpose of learning clear to students, provide clear directions for classroom activities and monitor students' understanding of the expectations. Teachers' use of language should be vivid, rich, and error free, affording the opportunity for students to hear language used effectively and to extend their own vocabularies.</i>	
f. Maintains a climate of openness, inquiry, fairness and support	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • 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 	2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interactions with students • Student interactions with one another 2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work

	<p>expectancy students</p> <ul style="list-style-type: none"> • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge <p>Domain 4: Collegiality and Professionalism</p> <ul style="list-style-type: none"> • 4.1.2 Promoting positive interactions with students and parents 	
<i>Commonalities and Conclusions:</i>	<i>Teachers should create an atmosphere of rigorous learning in a risk free environment, using students' interests and backgrounds to produce a climate of acceptance and community. Teachers should monitor the impact of the environment on student learning.</i>	
g. Integrates current information and communication technologies	<p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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 	Technology is a common theme reflected in Domain 1 (Planning and Preparation), Domain 3 (Instruction) and Domain 4 (Professional Responsibilities).
<i>Commonalities and Conclusions:</i>	<i>Teachers should identify and use available resources to include technologies that enhance students' understanding of content.</i>	
h. Adapts the learning environment to accommodate the differing needs and diversity of students	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • 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 • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • C 10 Organizing students to practice and deepen new knowledge 	Accommodating diverse student needs is reflected in Domain 1 (Planning and Preparation) and Domain 3 (Instruction).

- C 16 Organizing students for cognitively complex tasks
- 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

Domain 2: Planning and Preparing

- 2.1.1 Planning and preparing for effective scaffolding within lessons
- 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
- 2.1.3 Planning and preparing for appropriate attention to established content standards
- 2.3.1 Planning and preparing for the needs of

	<p>English language learners</p> <ul style="list-style-type: none"> • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	
<i>Commonalities and Conclusions:</i>	<i>Multiple tiers of support are planned and implemented. Students with diverse and unique needs should be considered when planning lessons and identifying resources that will ensure their understanding. Adaptations to lesson-based tracking of student progress are essential to meeting diverse needs.</i>	
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	<p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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 	Technology is a common theme reflected in Domain 1 (Planning and Preparation), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities).
<i>Commonalities and Conclusions:</i>	<i>Teachers should identify and use technologies that encourage participation and enhance students' understanding of content.</i>	

[Table of Contents](#)

3. Instructional Delivery and Facilitation

[Table of Contents](#)

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

FEAPs	Marzano <i>RE: Routine Events, C: Content, EOS: Enacted on the Spot</i>	Danielson
a. Deliver engaging and challenging lessons	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures • 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 • EOS 5 Maintaining a lively pace <p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners 	<p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing

<p><i>Commonalities and Conclusions:</i></p>	<ul style="list-style-type: none"> • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	
<p><i>Engagement leads to learning. Rigor leads to deep learning. Lessons should be appropriate to the levels and needs of students and organized in a manner that ensures students are active in intellectually rigorous learning.</i></p>		
<p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • 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 • 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>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education 	<p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing

<p><i>Commonalities and Conclusions:</i></p>	<ul style="list-style-type: none"> • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	
<p>c. Identify gaps in students' subject matter knowledge</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • EOS 3 Managing response rates • C 7 Recording and representing knowledge 	<p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress
<p><i>Commonalities and Conclusions:</i></p>	<p><i>Teachers should use various assessment techniques, both formal and informal, to understand student misconceptions and/or content that should be addressed and retaught.</i></p>	
<p>d. Modify instruction to respond to preconceptions or misconceptions</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 1 Noticing when students are not engaged • EOS 3 Managing response rates • EOS 5 Maintaining a lively pace • EOS 8 Providing opportunities for students to talk about themselves • EOS 13 Understanding students' interests and backgrounds <p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	<p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students
<p><i>Commonalities and Conclusions:</i></p>	<p><i>Based on monitoring student understanding, assessment results and data, teachers should make accommodations to instruction and plan future instruction to address students' areas of need.</i></p>	

<p>e. Relate and integrate the subject matter with other disciplines and life experiences</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • 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>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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 • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	<p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources
<p><i>Commonalities and Conclusions:</i></p>	<p><i>Learning experiences should allow students to make connections between and among various content areas and subjects. Students should be afforded the opportunity to gain understanding through practical experiences and then process and reflect on learning through application.</i></p>	

f. Employ high-order questioning techniques	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 3 Managing response rates • EOS 7 Using friendly controversy • 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 12 Examining similarities and differences • C 13 Examining errors in reasoning • C 14 Practicing skills, strategies and processes • C 15 Revising knowledge 	<p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Student participation
<i>Commonalities and Conclusions:</i>	<i>Students should be prompted to think critically and engage in meaningful discussions through teacher guidance and facilitation via questioning techniques and challenges to thinking.</i>	
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • 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 • EOS 5 Maintaining a lively pace • 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>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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 	<p>1a Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content-related pedagogy <p>1d Demonstrating Knowledge of Resources and Technology</p> <ul style="list-style-type: none"> • Resources and technology for classroom use • Resources and technology to extend content knowledge and pedagogy • Resources and technology for students <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Use of physical resources <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing

	<p>understanding and transfer of content</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	
<p><i>Commonalities and Conclusions:</i></p>	<p><i>Instruction should include a variety of strategies and resources as appropriate to students and their needs.</i></p>	
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 13 Understanding students' interests and backgrounds <p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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 • 2.2.1 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, 	<p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments

	voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners <ul style="list-style-type: none"> • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	<ul style="list-style-type: none"> • Grouping of Students • Instructional Materials and Resources • Structure and Pacing
<i>Commonalities and Conclusions:</i>	<i>Teachers should utilize all available student data to determine individual student needs and adjust instruction accordingly to meet those needs.</i>	
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • EOS 3 Managing response rates • C 7 Recording and representing knowledge 	2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Expectations for learning and achievement 3d Using Assessment in Instruction <ul style="list-style-type: none"> • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress
<i>Commonalities and Conclusions:</i>	<i>Feedback should be provided to students in a positive and consistent manner that allows students to gain an understanding of their own progress and work toward meeting goals and achieving mastery.</i>	
j. Utilize student feedback to monitor instructional needs and to adjust instruction	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • EOS 3 Managing response rates • C 7 Recording and representing knowledge 	3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students
<i>Commonalities and Conclusions:</i>	<i>Student assessment data, both formal and informal, should be utilized to make instructional decisions and accommodations within the lesson as it is being taught and in planning for future instruction.</i>	

4. Assessment

[Table of Contents](#)

The effective educator consistently:

FEAPs	Marzano <i>RE: Routine Events, C: Content, EOS: Enacted on the Spot</i>	Danielson
a. 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	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • RE 4 Establishing classroom rules and procedures • C 2 Organizing students to interact with new knowledge • 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 • C12 Examining similarities and differences • C 13 Examining errors in reasoning • C 14 Practicing skills, strategies and processes • C 15 Revising knowledge • EOS 1 Noticing when students are not engaged • 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 • EOS 2 Using academic games • EOS 3 Managing response rates 	1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners 1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities 3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

- 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

Domain 2: Planning and Preparing

- 2.1.1 Planning and preparing for effective scaffolding within lessons
- 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
- 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)
- 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
- 2.3.1 Planning and preparing for the needs of English language learners
- 2.3.2 Planning and preparing for the needs of

	<p>students receiving special education</p> <ul style="list-style-type: none"> • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	
<i>Commonalities and Conclusions:</i>	<i>Teachers should analyze assessment data and other information to establish an understanding of students' background and prior knowledge to align rigorous learning goals.</i>	
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success <p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 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>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments
<i>Commonalities and Conclusions:</i>	<i>Teachers should design formative and summative assessments based on standards prior to instruction to match the learning goal to achieve mastery.</i>	
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 5 Processing new information • C 7 Recording and representing knowledge • C12 Examining similarities and differences • C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing • EOS 2 Using academic games • EOS 3 Managing response rates 	<p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

	<ul style="list-style-type: none"> • EOS 18 Probing incorrect answers with low expectancy students • EOS 17 Asking questions of low expectancy students 	
<i>Commonalities and Conclusions:</i>	<i>Teachers should use a variety of ongoing assessments to monitor student mastery of learning objectives.</i>	
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 1 Noticing when students are not engaged • EOS 3 Managing response rates • EOS 4 Using physical movement • EOS 5 Maintaining a lively pace • EOS 8 Provide opportunities for students to talk about themselves • EOS 13 Understanding students' interests and backgrounds <p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling 	<p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
<i>Commonalities and Conclusions:</i>	<i>Teachers should use differentiated instruction and adjust the formative assessments as needed throughout the lesson in order to prepare all learners to reach mastery on the summative assessment.</i>	
e. Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • EOS 3 Managing response rates <p>Domain 4: Collegiality and Professionalism</p> <ul style="list-style-type: none"> • 4.1.2 Promoting positive interactions with students and parents 	<p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and • Monitoring of progress <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional

		program
<i>Commonalities and Conclusions:</i>	<i>Teachers should provide continuous feedback to students and families on priority learning targets and the student progress towards mastery of learning objectives.</i>	
f. Applies technology to organize and integrate assessment information	Domain 2: Planning and Preparing <ul style="list-style-type: none"> • 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 	Technology is a common theme reflected in Domain 1 (Planning and Preparation), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities). 4b: Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress and learning • Instructional records
<i>Commonalities and Conclusions:</i>	<i>Teachers should use technology tools for planning, designing, monitoring, analyzing and communicating assessment data with students, families and colleagues.</i>	

[Table of Contents](#)