



**SYMPOSIUM BREAKOUT SESSION**  
**TUESDAY, OCTOBER 25, 2022 | 3:00-4:30 PM ET**

# **Personalized Teacher Development and Evaluation Using a Competency-Based Model**

## **PRESENTERS:**

- Brian Kosen, Westminster Public Schools
- Robert Marzano, Marzano Resources
- Jeni Gotto, Westminster Public Schools
- Scott Bacon, Empower Learning







# Personalized Teacher Development and Evaluation Using a Competency- Based Model

# Session Presenters



**Dr. Jeni Gotto**  
Chief Academic Officer  
Westminster Public Schools



**Dr. Brian Kosena**  
Director of Teaching and  
Learning  
Westminster Public Schools



**Dr. Robert J. Marzano**  
Chief Academic Officer  
Marzano Academies,  
Center for Competency  
Based Education



**Scott Bacon**  
Founder, Chief of R&D  
Center for Competency  
Based Education

## **Session Context**

- Why Competency-Based Education?
- Why a New Model for Teacher Observation and Evaluation?

## **Key Components to Personalized, Competency-Based Teacher Development**

- Founded on a Competency-Based Instructional Model
- Utilizes an Observational System that Does Not Rely Solely on Administrator Observation
- Reflects Competency-Based Practices for Adults and Students Alike

## **Case Study: Westminster Public Schools**

# Imagine... a world where:

- The tenets of competency-based education are applied to an educator development model
- Classroom Observations and Teacher Evaluation are aligned to the school's adopted instructional model
- The artificial constraints of an academic year are no longer used to measure teacher effectiveness



## Why Use a CBE Approach to Teacher Observation and Development?

- Transparency and consistency of expectations
- Understanding of where teachers are at any given time
- “Evergreen” nature of observational data. Teachers do not need to re-demonstrate already-mastered skills each year and can, instead, focus on their areas of need



## Why a New Model for Teacher Observation and Evaluation?

- Constraints of a traditional observational model:
  - Problem of frequency and length limitations of observations
  - Too many elements to observe in the time available
- To facilitate teacher development, the model should articulate proficiency scales for each element
  - Proficiency scales should address teacher actions AND student actions (input and result)





## Typical CBE Initiative



## CBE Initiative Grounded in a CBE-Specific Instructional Framework





# Competency-Based Instructional Model

## Start with a Research-Based Instructional Model Specifically Adapted to Address CBE

- Must be detailed enough to facilitate teacher development
- Teachers focus on a few elements in a given year and improve upon those
- Element-level teacher scales as a fundamental component of feedback and instruction

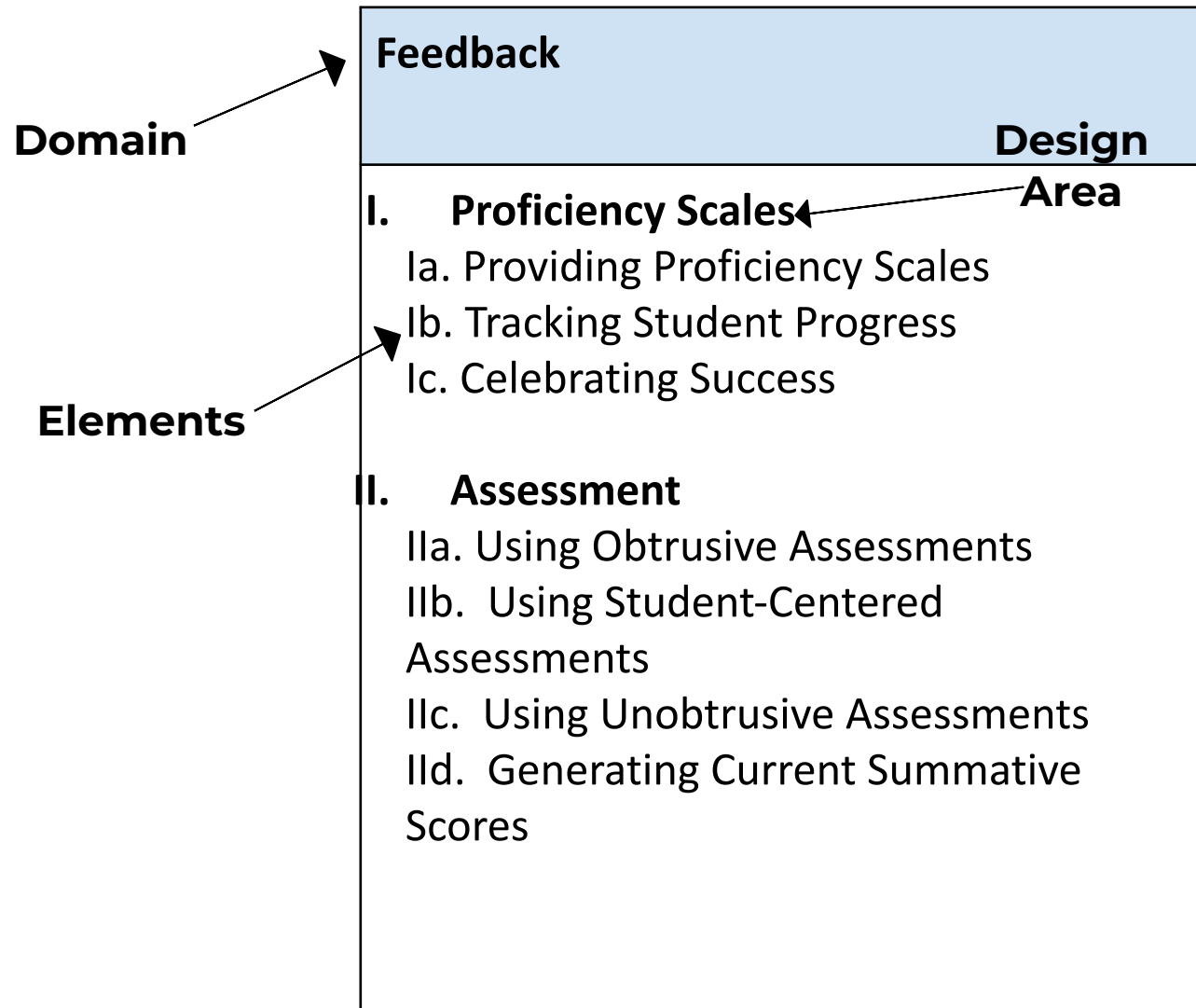


## Instructional Model Hierarchy



Adapted from Marzano, Rains, and Warrick. (2021).

# Competency-Based Instructional Model



# Competency-Based Instructional Model

## Why Proficiency Scales?

Feedback	Content	Context	Self Regulation
<b>I. Proficiency Scales</b> Ia. Providing Proficiency Scales Ib. Tracking Student Progress Ic. Celebrating Success  <b>II. Assessment</b> IIa. Using Obtrusive Assessments IIb. Using Student-Centered Assessments IIc. Using Unobtrusive Assessments IId. Generating Current Summative Scores	<b>I. Proficiency Scale Instruction</b> IIIa. Chunking Content IIIb. Processing Content IIIc. Recording and Representing Content IIId. Using Structured Practice IIIE. Examining Similarities and Differences IIIf. Engaging Students in Cognitively Complex Tasks IIIg. Generating and Defending Claims  <b>II. General Instruction</b> IVa. Reviewing Content IVb. Revising Knowledge IVc. Examining and Correcting Errors IVd. Highlighting Critical Information IVe. Previewing Content IVf. Stimulating Elaborative Inferences IVg. Extending Learning Through Homework	<b>I. Grouping and Regrouping</b> Va. Supporting Group Interactions Vb. Supporting Group Transitions Vc. Providing Group Support  <b>II. Engagement</b> VIa. Noticing and Reacting When Students Are Not Engaged VIb. Increasing Response Rates VIc. Using Physical Movement VIc. Maintaining a Lively Pace VIe. Demonstrating Intensity and Enthusiasm VIf. Presenting Unusual Information VIg. Using Friendly Controversy VIh. Using Academic Games  <b>III. Comfort, Safety, and Order</b> VIIa. Organizing the Physical Layout of the Classroom VIIb. Demonstrating Withitness VIIc. Acknowledging Adherence to Rules and Procedures VIId. Acknowledging Lack of Adherence to Rules and Procedures VIIe. Establishing and Adopting Rules and Procedures	<b>I. Belonging and Esteem</b> VIIa. Using Verbal and Nonverbal Behaviors That Indicate Affection VIIb. Demonstrating Value and Respect for Reluctant Learners VIIc. Understanding Students' Backgrounds and Interests VIId. Providing Opportunities for Students to Talk About Themselves  <b>II. Efficacy and Agency</b> IXa. Inspiring Students IXb. Enhancing Student Agency IXc. Asking In-Depth Questions of Reluctant Learners IXd. Probing Incorrect Answers With Reluctant Learners  <b>III. Metacognitive and Life Skills</b> Xa. Reflecting on Learning Xb. Using Long-Term Projects Xc. Focusing on Specific Metacognitive and Life Skills



# Competency-Based Instructional Model

## What is Different with CBE Assessment?

Feedback	Content	Context	Self Regulation
<p><b>I. Proficiency Scales</b></p> <p>Ia. Providing Proficiency Scales</p> <p>Ib. Tracking Student Progress</p> <p>Ic. Celebrating Success</p> <p><b>II. Assessment</b></p> <p>Ila. Using Obtrusive Assessments</p> <p>Ilb. Using Student-Centered Assessments</p> <p>Ilc. Using Unobtrusive Assessments</p> <p>Ild. Generating Current Summative Scores</p>	<p><b>I. Proficiency Scale Instruction</b></p> <p>IIIa. Chunking Content</p> <p>IIIb. Processing Content</p> <p>IIIc. Recording and Representing Content</p> <p>IIId. Using Structured Practice</p> <p>IIIe. Examining Similarities and Differences</p> <p>IIIf. Engaging Students in Cognitively Complex Tasks</p> <p>IIIg. Generating and Defending Claims</p> <p><b>II. General Instruction</b></p> <p>IVa. Reviewing Content</p> <p>IVb. Revising Knowledge</p> <p>IVc. Examining and Correcting Errors</p> <p>IVd. Highlighting Critical Information</p> <p>IVe. Previewing Content</p> <p>IVf. Stimulating Elaborative Inferences</p> <p>IVg. Extending Learning Through Homework</p>	<p><b>I. Grouping and Regrouping</b></p> <p>Va. Supporting Group Interactions</p> <p>Vb. Supporting Group Transitions</p> <p>Vc. Providing Group Support</p> <p><b>II. Engagement</b></p> <p>VIa. Noticing and Reacting When Students Are Not Engaged</p> <p>VIb. Increasing Response Rates</p> <p>VIc. Using Physical Movement</p> <p>VId. Maintaining a Lively Pace</p> <p>VIe. Demonstrating Intensity and Enthusiasm</p> <p>VIf. Presenting Unusual Information</p> <p>VIg. Using Friendly Controversy</p> <p>VIh. Using Academic Games</p> <p><b>III. Comfort, Safety, and Order</b></p> <p>VIIa. Organizing the Physical Layout of the Classroom</p> <p>VIIb. Demonstrating Withitness</p> <p>VIIc. Acknowledging Adherence to Rules and Procedures</p> <p>VIId. Acknowledging Lack of Adherence to Rules and Procedures</p> <p>VIIe. Establishing and Adopting Rules and Procedures</p>	<p><b>I. Belonging and Esteem</b></p> <p>VIIIa. Using Verbal and Nonverbal Behaviors That Indicate Affection</p> <p>VIIIb. Demonstrating Value and Respect for Reluctant Learners</p> <p>VIIIc. Understanding Students' Backgrounds and Interests</p> <p>VIIId. Providing Opportunities for Students to Talk About Themselves</p> <p><b>II. Efficacy and Agency</b></p> <p>IXa. Inspiring Students</p> <p>IXb. Enhancing Student Agency</p> <p>IXc. Asking In-Depth Questions of Reluctant Learners</p> <p>IXd. Probing Incorrect Answers With Reluctant Learners</p> <p><b>III. Metacognitive and Life Skills</b></p> <p>Xa. Reflecting on Learning</p> <p>Xb. Using Long-Term Projects</p> <p>Xc. Focusing on Specific Metacognitive and Life Skills</p>

# Competency-Based Instructional Model

## What is the Necessity of Proficiency Scale Instruction?

Feedback	Content	Context	Self Regulation
<b>I. Proficiency Scales</b> Ia. Providing Proficiency Scales Ib. Tracking Student Progress Ic. Celebrating Success  <b>II. Assessment</b> IIa. Using Obtrusive Assessments IIb. Using Student-Centered Assessments IIc. Using Unobtrusive Assessments IId. Generating Current Summative Scores	<b>I. Proficiency Scale Instruction</b> IIIa. Chunking Content IIIb. Processing Content IIIc. Recording and Representing Content IIId. Using Structured Practice IIIe. Examining Similarities and Differences IIIf. Engaging Students in Cognitively Complex Tasks IIlg. Generating and Defending Claims  <b>II. General Instruction</b> IVa. Reviewing Content IVb. Revising Knowledge IVc. Examining and Correcting Errors IVd. Highlighting Critical Information IVe. Previewing Content IVf. Stimulating Elaborative Inferences IVg. Extending Learning Through Homework	<b>I. Grouping and Regrouping</b> Va. Supporting Group Interactions Vb. Supporting Group Transitions Vc. Providing Group Support  <b>II. Engagement</b> VIa. Noticing and Reacting When Students Are Not Engaged VIb. Increasing Response Rates VIc. Using Physical Movement VIc. Maintaining a Lively Pace VIe. Demonstrating Intensity and Enthusiasm VIf. Presenting Unusual Information VIg. Using Friendly Controversy VIh. Using Academic Games  <b>III. Comfort, Safety, and Order</b> VIIa. Organizing the Physical Layout of the Classroom VIIb. Demonstrating Withitness VIIc. Acknowledging Adherence to Rules and Procedures VIId. Acknowledging Lack of Adherence to Rules and Procedures VIIe. Establishing and Adopting Rules and Procedures	<b>I. Belonging and Esteem</b> VIIla. Using Verbal and Nonverbal Behaviors That Indicate Affection VIIlb. Demonstrating Value and Respect for Reluctant Learners VIIlc. Understanding Students' Backgrounds and Interests VIIld. Providing Opportunities for Students to Talk About Themselves  <b>II. Efficacy and Agency</b> IXa. Inspiring Students IXb. Enhancing Student Agency IXc. Asking In-Depth Questions of Reluctant Learners IXd. Probing Incorrect Answers With Reluctant Learners  <b>III. Metacognitive and Life Skills</b> Xa. Reflecting on Learning Xb. Using Long-Term Projects Xc. Focusing on Specific Metacognitive and Life Skills

# Competency-Based Instructional Model

## What's the Role of Grouping and Regrouping in a CBE System?

Feedback	Content	Context	Self Regulation
<p><b>I. Proficiency Scales</b></p> <p>Ia. Providing Proficiency Scales</p> <p>Ib. Tracking Student Progress</p> <p>Ic. Celebrating Success</p> <p><b>II. Assessment</b></p> <p>Ila. Using Obtrusive Assessments</p> <p>Ilb. Using Student-Centered Assessments</p> <p>Ilc. Using Unobtrusive Assessments</p> <p>Ild. Generating Current Summative Scores</p>	<p><b>I. Proficiency Scale Instruction</b></p> <p>IIIa. Chunking Content</p> <p>IIIb. Processing Content</p> <p>IIIc. Recording and Representing Content</p> <p>IIId. Using Structured Practice</p> <p>IIIe. Examining Similarities and Differences</p> <p>IIIf. Engaging Students in Cognitively Complex Tasks</p> <p>IIIg. Generating and Defending Claims</p> <p><b>II. General Instruction</b></p> <p>IVa. Reviewing Content</p> <p>IVb. Revising Knowledge</p> <p>IVc. Examining and Correcting Errors</p> <p>IVd. Highlighting Critical Information</p> <p>IVe. Previewing Content</p> <p>IVf. Stimulating Elaborative Inferences</p> <p>IVg. Extending Learning Through Homework</p>	<p><b>I. Grouping and Regrouping</b></p> <p>Va. Supporting Group Interactions</p> <p>Vb. Supporting Group Transitions</p> <p>Vc. Providing Group Support</p> <p><b>II. Engagement</b></p> <p>VIa. Noticing and Reacting When Students Are Not Engaged</p> <p>VIb. Increasing Response Rates</p> <p>VIc. Using Physical Movement</p> <p>VId. Maintaining a Lively Pace</p> <p>VIe. Demonstrating Intensity and Enthusiasm</p> <p>VI f. Presenting Unusual Information</p> <p>VIg. Using Friendly Controversy</p> <p>VIh. Using Academic Games</p> <p><b>III. Comfort, Safety, and Order</b></p> <p>VIIa. Organizing the Physical Layout of the Classroom</p> <p>VIIb. Demonstrating Withitness</p> <p>VIIc. Acknowledging Adherence to Rules and Procedures</p> <p>VII d. Acknowledging Lack of Adherence to Rules and Procedures</p> <p>VIIe. Establishing and Adopting Rules and Procedures</p>	<p><b>I. Belonging and Esteem</b></p> <p>VIIIa. Using Verbal and Nonverbal Behaviors That Indicate Affection</p> <p>VIIIb. Demonstrating Value and Respect for Reluctant Learners</p> <p>VIIIc. Understanding Students' Backgrounds and Interests</p> <p>VIIId. Providing Opportunities for Students to Talk About Themselves</p> <p><b>II. Efficacy and Agency</b></p> <p>IXa. Inspiring Students</p> <p>IXb. Enhancing Student Agency</p> <p>IXc. Asking In-Depth Questions of Reluctant Learners</p> <p>IXd. Probing Incorrect Answers With Reluctant Learners</p> <p><b>III. Metacognitive and Life Skills</b></p> <p>Xa. Reflecting on Learning</p> <p>Xb. Using Long-Term Projects</p> <p>Xc. Focusing on Specific Metacognitive and Life Skills</p>

# Competency-Based Instructional Model

## How to Instill Student-Centered Learning

Feedback	Content	Context	Self Regulation
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# John E. Flynn A Marzano Academy

*A Case Study*





# Customized Instructional Model

Feedback	Content	Context	Agency	Professionalism
<b>I. Proficiency Scales</b> <i>Communicating Scales</i> Ia. Providing Proficiency Scales <i>Tracking Progress</i> Ib. Tracking Student Progress <i>Celebrating Success</i> Ic. Celebrating Success	<b>III. Proficiency Scale Instruction</b> <i>Direct Instruction</i> IIIa. Chunking Content IIIb. Processing Content IIIc. Recording & Representing <i>Structured Practice and Knowledge Deepening</i> IIId. Using Structured Practice IIIf. Similarities & Differences <i>Complex Tasks</i> IIIf. Cognitively Complex Tasks <i>Supporting Claims</i> IIIf. Generating & Defending Claims	<b>V. Grouping &amp; Regrouping</b> <i>Group Interaction</i> Va. Supporting Group Interaction <i>Group Transitions</i> Vb. Supporting Group Transitions <i>Group Support</i> Vc. Providing Group Support	<b>VIII. Belonging &amp; Esteem</b> <i>Showing Affection</i> VIIIa. Using Verbal & Nonverbals VIIIb. Demonstrate Value & Respect <i>Understanding Students</i> VIIIc. Student Backgrounds VIId. Talking About Self	<b>XI. Planning &amp; Preparing</b> <i>Progressions</i> XIa. Instructional Progression & Pacing <i>Lessons and Units</i> XIb. Organizing Lessons for Deeper Learning XIc. Multidisciplinary Planning <i>Materials and Resources</i> XId. Enhancing w/Traditional & Digital Materials <i>Special Populations</i> XIe. Adapting for Special Populations
<b>II. Assessment &amp; Feedback</b> <i>Obtrusive</i> IIa. Using Obtrusive Assessments <i>Student-Centered</i> IIb. Using Student-Centered Assess. <i>Unobtrusive</i> IIc. Using Unobtrusive Assessments <i>Summative Scores</i> IIId. Generating Current Summative Scores	<b>IV. General Instruction</b> <i>Reviewing and Revising</i> IVa. Reviewing Content IVb. Revising Knowledge IVc. Examining & Correcting Errors <i>Highlighting and Elaborating</i> IVd. Highlighting Critical Info IVe. Previewing Content IVf. Elaborative Inferences <i>Extending</i> IVg. Extending through Homework	<b>VI. Engagement</b> <i>Attention</i> VIa. Noticing & Reacting VIb. Increasing Response Rates <i>Energy</i> VIc. Using Physical Movement VIId. Maintaining Lively Pace VIe. Intensity & Enthusiasm <i>Interest and Intrigue</i> VIId. Present Unusual Information VIg. Using Friendly Controversy VIh. Using Academic Games	<b>IX. Efficacy &amp; Agency</b> <i>Inspiration</i> IXa. Inspiring Students <i>Student Agency</i> IXb. Enhancing Student Agency <i>The Reluctant Learner</i> IXc. Asking In-Depth Questions IXd. Probing Incorrect Answers	<b>XII. Professionalism &amp; Collegiality</b> <i>Parent and Community Involvement</i> XIIa. Interacting w/Students, Parents & Community <i>Professional Practice</i> XIIb. Setting & Implementing Professional Goals XIIc. Reflecting on Teaching XIId. Seeking or Providing Mentoring <i>District and School Development</i> XIIe. Adherence to Rules, Procedures, & Policies XIIIf. Participation in District & School Initiatives
 <p><b>WIM Structure</b>  <b>5 Domains</b>  <b>12 Design Areas</b>            31 Observational Categories            7 Non-observational Categories            60 Elements</p>		<b>VII. Comfort, Safety, &amp; Order</b> <i>Comfort</i> VIIa. Organizing Physical Layout <i>Safety</i> VIIb. Demonstrating Withitness VIIc. Adherence to Rules/Proced. VIId. Lack of Adherence R & P <i>Order</i> VIIe. Establish Rules & Procedures VIIf. Display Objectivity & Control	<b>X. Metacognitive &amp; Life Skills</b> <i>Self-Reflection</i> Xa. Reflecting on Learning <i>Long Term Projects</i> Xb. Using Long Term Projects <i>Metacognitive Skills</i> Xc. Metacognitive & Life Skills	
<b>Westminster Instructional Model</b>				
<i>(based on Marzano Academy Instructional Model)</i>				





# Westminster Public Schools

Where Education is Personal

Feedback	Content	Context	Agency	Professionalism
<b>I. Proficiency Scales</b> <i>Communicating Scales</i> Ia. Providing Proficiency Scales <i>Tracking Progress</i> Ib. Tracking Student Progress <i>Celebrating Success</i> Ic. Celebrating Success  <b>II. Assessment &amp; Feedback</b> <i>Obtrusive</i> IIa. Using Obtrusive Assessments <i>Student-Centered</i> IIb. Using Student-Centered Assessments <i>Unobtrusive</i> IIc. Using Unobtrusive Assessments <i>Summative Scales</i> IId. Generating Current Summative Scores  <b>WIM Structure</b> 5 Domains 12 Design Areas 31 Observational Categories 7 Non-observational Categories 60 Elements	<b>III. Proficiency Scale Instruction</b> <i>Direct Instruction</i> IIIa. Chunking Content IIIb. Processing Content IIIc. Recording & Representing <i>Structured Practice and Knowledge Deepening</i> IIId. Using Structured Practice IIIE. Similarities & Differences <i>Complex Tasks</i> IIIf. Cognitively Complex Tasks <i>Supporting Claims</i> IIIG. Generating & Defending Claims  <b>IV. General Instruction</b> <i>Reviewing and Revising</i> IVa. Reviewing Content IVb. Revising Knowledge IVc. Examining & Correcting Errors <i>Highlighting and Elaborating</i> IVd. Highlighting Critical Info IVe. Previewing Content IVf. Elaborative Inferences <i>Extending</i> IVg. Extending through Homework	<b>V. Grouping &amp; Regrouping</b> <i>Group Interaction</i> Va. Supporting Group Interaction <i>Group Transitions</i> Vb. Supporting Group Transitions <i>Group Support</i> Vc. Providing Group Support  <b>VI. Engagement</b> <i>Attention</i> VIa. Noticing & Reacting VIb. Increasing Response Rates <i>Energy</i> VIc. Using Physical Movement VIId. Maintaining Lively Pace VIe. Intensity & Enthusiasm <i>Interest and Intrigue</i> VIIf. Present Unusual Information VIg. Using Friendly Controversy VIh. Using Academic Games  <b>VII. Comfort, Safety, &amp; Order</b> <i>Comfort</i> VIIa. Organizing Physical Layout <i>Safety</i> VIIb. Demonstrating Withitness VIIc. Adherence to Rules/Proced. VIId. Lack of Adherence R & P <i>Order</i> VIIe. Establish Rules & Procedures VIIf. Display Objectivity & Control	<b>VIII. Belonging &amp; Esteem</b> <i>Showing Affection</i> VIIIa. Using Verbal & Nonverbals VIIIb. Demonstrate Value & Respect <i>Understanding Students</i> VIIIc. Student Backgrounds VIId. Talking About Self  <b>IX. Efficacy &amp; Agency</b> <i>Inspiration</i> IXa. Inspiring Students <i>Student Agency</i> IXb. Enhancing Student Agency <i>The Reluctant Learner</i> IXc. Asking in-Depth Questions IXd. Probing Incorrect Answers  <b>X. Metacognitive &amp; Life Skills</b> <i>Self-Reflection</i> Xa. Reflecting on Learning <i>Long Term Projects</i> Xb. Using Long Term Projects <i>Metacognitive Skills</i> Xc. Metacognitive & Life Skills	<b>XI. Planning &amp; Preparing</b> <i>Progressions</i> XIa. Instructional Progression & Pacing <i>Lessons and Units</i> XIb. Organizing Lessons for De Learning XIc. Multidisciplinary Planning <i>Materials and Resources</i> XIId. Enhancing w/Traditional Materials <i>Special Populations</i> XIe. Adapting for Special Po  <b>XII. Professionalism &amp; Collegiality</b> <i>Parent and Community Im</i> XIIa. Interacting w/Student & Community <i>Professional Practice</i> XIIb. Setting & Implement Professional Goals XIIc. Reflecting on Teach XIId. Seeking or Providin District and School Dev XIIe. Adherence to Rule & Policies XIIIf. Participation in Di Initiatives

(based on Marzano Academy Instructions)

## Element Ia (E1): Providing Scales or Rubrics in a CBE Classroom

*Design Area I: The teacher designs and communicates proficiency scales that help students understand the progression of knowledge they are expected to master for specific domains.*

### Element Ia Planning Question: What will I do to provide scales and rubrics?

#### Teacher Evidence for Level 2 (Developing)

##### The teacher is:

- Utilizing proficiency scales that break the learning goals down into a progression of knowledge or skills
- Utilizing routines to encourage students' attentiveness to the proficiency scales (i.e. reviewing the scale at the beginning of class, end of class, etc...)
- Creating student-friendly versions of proficiency scales
- Connecting students' personal goals with specific parts of proficiency scales

##### When asked, the teacher can:

- Describe the primary strategies used to provide scales or rubrics

#### Student Evidence for Level 3 (Applying) or 4 (Innovating)

##### Students are:

- Making reference to proficiency scales in the classroom work
- Interacting with one another about the proficiency scales for specific domains

##### When asked, students can:

- Explain the proficiency scale in their own words
- Explain what learning goal is being addressed in the current lesson
- Describe how the current activity relates to the target goal
- Explain the progression of content on the scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
<b>Providing Scales or Rubrics</b>	The teacher engages in all behaviors at the Applying level. In addition, the teacher identifies those students who do not have an understanding of the proficiency scales or cannot accurately describe their current level of performance. The teacher designs alternate activities and strategies to meet their specific needs leading to almost all students understanding and being able to describe the proficiency scales and their current level of performance.	The teacher engages in activities to provide students with rubrics and scales without significant errors or omissions AND the majority of students have an understanding of the proficiency scales and can accurately describe their current level of performance on the scales.	The teacher engages in activities that provide students with clear rubrics and scales without significant errors or omissions. Evidence for this level of performance includes: 1. Referencing the scale throughout the unit 2. Asking students to explain the proficiency scale in their own words Etc...	The teacher engages in activities that provide students with clear rubrics and scales but does so with errors or omissions such as not systematically referring back to the progression of knowledge in the rubric or scale and explaining how daily assignments relate to the learning goal.	The teacher does not engage in activities that provide students with clear rubrics and scales

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**Element Ia Planning Question: What will I do to provide scales and rubrics?**

### Teacher Evidence for Level 2 (Developing)

**The teacher is:**

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- Creating student-friendly versions of proficiency scales
- Connecting students' personal goals with specific parts of proficiency scales

**When asked, the teacher can:**

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### Student Evidence for Level 3 (Applying) or 4 (Innovating)

**Students are:**

- Making reference to proficiency scales in the classroom work
- Interacting with one another about the proficiency scales for specific domains

**When asked, students can:**

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	4 <i>Innovating</i>	3 <i>Applying</i>	2 <i>Developing</i>	1 <i>Beginning</i>	0 <i>Not Using</i>
<b><i>Providing Scales or Rubrics</i></b>	The teacher engages in all behaviors at the Applying level. In addition, the teacher identifies those students who do not have an understanding of the proficiency scales or cannot accurately describe their current level of performance. The teacher designs alternate activities and strategies to meet their specific needs leading to almost all students understanding and being able to describe the proficiency scales and their current level of performance.	The teacher engages in activities to provide students with rubrics and scales without significant errors or omissions AND the majority of students have an understanding of the proficiency scales and can accurately describe their current level of performance on the scales.	The teacher engages in activities that provide students with clear rubrics and scales without significant errors or omissions. Evidence for this level of performance includes:  1. Referencing the scale throughout the unit 2. Asking students to explain the proficiency scale in their own words Etc...	The teacher engages in activities that provide students with clear rubrics and scales but does so with errors or omissions such as not systematically referring back to the progression of knowledge in the rubric or scale and explaining how daily assignments relate to the learning goal.	The teacher does not engage in activities that provide students with clear rubrics and scales



# Teacher Goal-Setting

## Begin with Teacher Self-Reflection

- Teachers should **Self-Rate** on the entire instructional model once per year.
- Teaching performance is not fixed and changes from day to day. It is not possible to directly observe all that a teacher does. Therefore self-rating—and providing evidence of that rating—is a necessary component of an observation or evaluation system.
- Teachers self rate at the element level using a self-reflection scale.

# Teacher Self-Rating on Instructional Model



## Feedback form

II

### 2. Assessment and Feedback

Design Area Score

Applying

20

Elements Score

#### Using Obtrusive Assessments

IIa (New): Using Obtrusive Assessments to Evaluate

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Applying was entered at 08/30/2021

Last teacher self eval score Developing was entered at 05/10/2022

#### Using Student-Centered Assessments

IIb (New): Using Student-Centered Assessments to Evaluate



Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Applying was entered at 08/30/2021

Last teacher self eval score Applying was entered at 08/30/2021

#### Using Unobtrusive Assessments

IIc (New): Using Unobtrusive Assessments to Evaluate

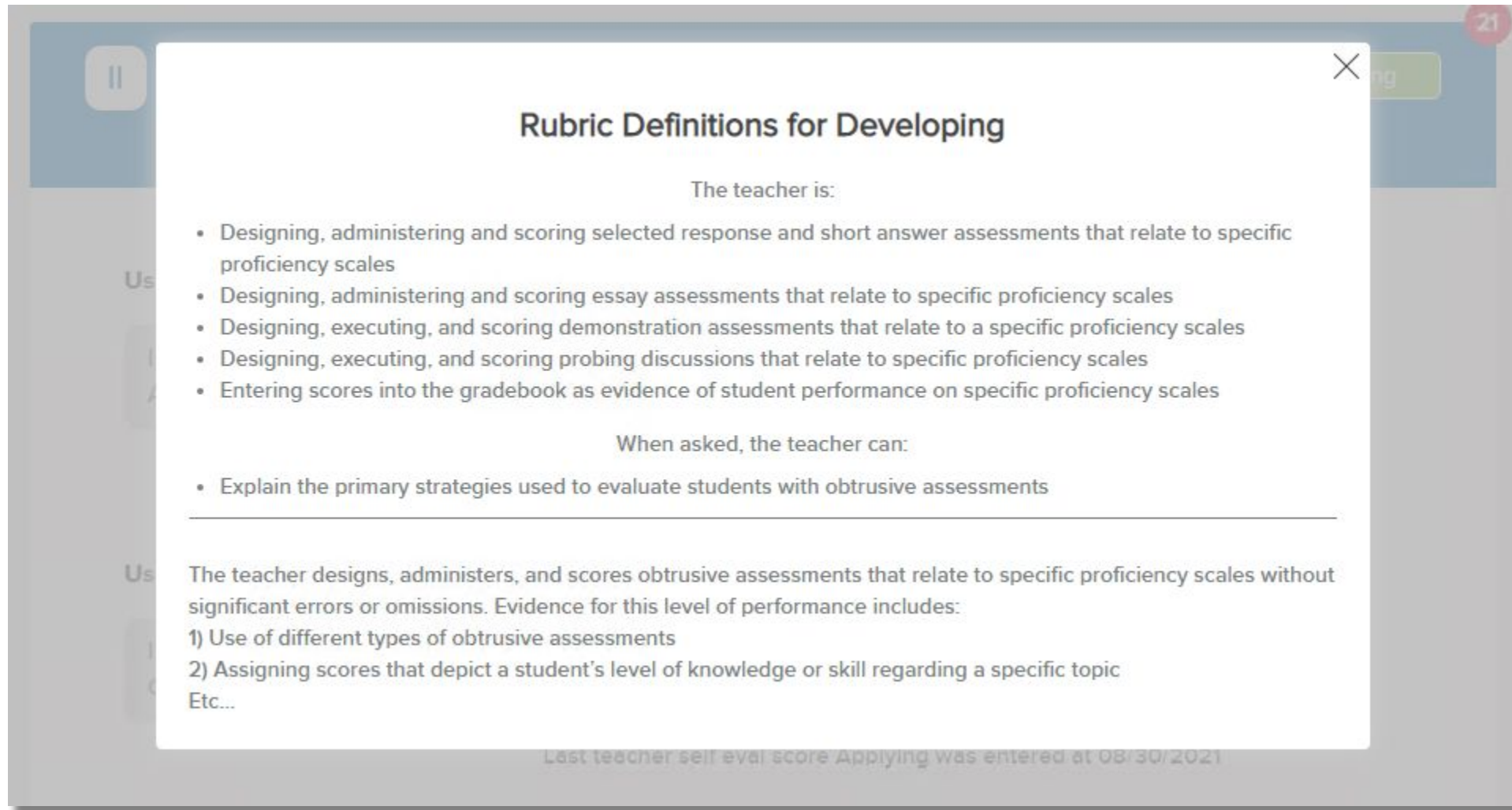
Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Applying was entered at 08/30/2021

Last teacher self eval score Applying was entered at 08/30/2021



# Teacher Self-Rating on Instructional Model



The screenshot shows a digital interface for teacher self-rating. A central white box contains the title 'Rubric Definitions for Developing' and two sections of criteria. The first section, 'The teacher is:', lists five bullet points about designing and scoring various assessments. The second section, 'When asked, the teacher can:', lists one bullet point about explaining evaluation strategies. Below these is a paragraph describing the teacher's performance level and a numbered list of evidence. The interface includes a close button (X) in the top right of the white box, a pause button (||) in the top left, and a red circle with the number '21' in the top right corner. At the bottom, a grey bar displays the text 'Last teacher self eval score Applying was entered at 08/30/2021'.

## Rubric Definitions for Developing

The teacher is:

- Designing, administering and scoring selected response and short answer assessments that relate to specific proficiency scales
- Designing, administering and scoring essay assessments that relate to specific proficiency scales
- Designing, executing, and scoring demonstration assessments that relate to a specific proficiency scales
- Designing, executing, and scoring probing discussions that relate to specific proficiency scales
- Entering scores into the gradebook as evidence of student performance on specific proficiency scales

When asked, the teacher can:

- Explain the primary strategies used to evaluate students with obtrusive assessments

---

The teacher designs, administers, and scores obtrusive assessments that relate to specific proficiency scales without significant errors or omissions. Evidence for this level of performance includes:

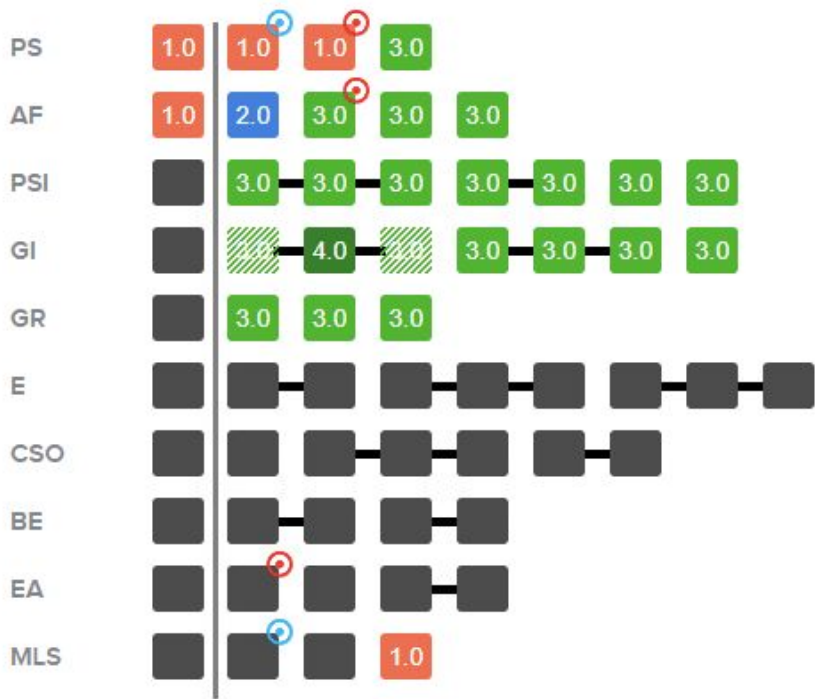
- 1) Use of different types of obtrusive assessments
- 2) Assigning scores that depict a student's level of knowledge or skill regarding a specific topic

Etc...

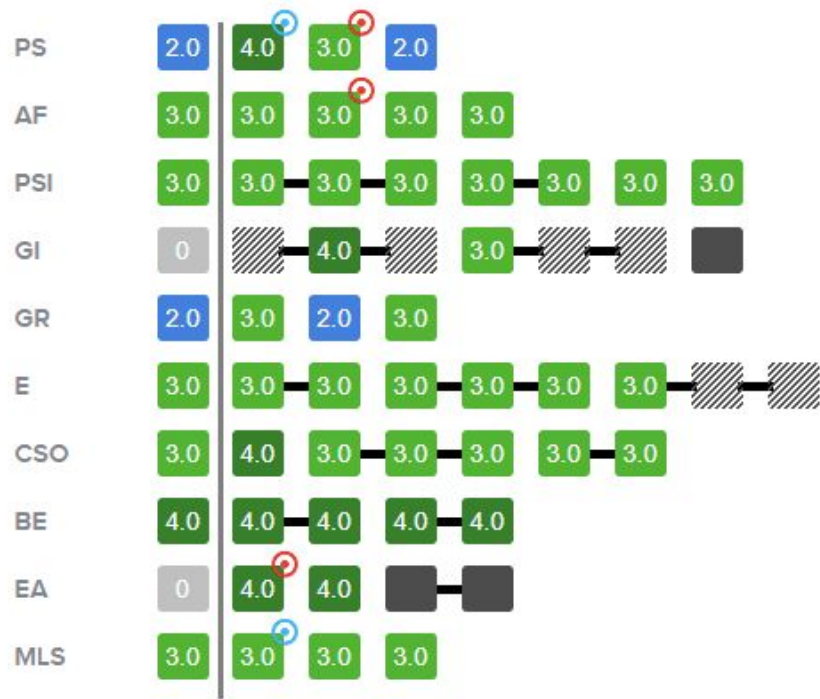
Last teacher self eval score Applying was entered at 08/30/2021

# Teacher Self Rating

## Self Eval Scores



## Feedback Scores




# Teacher Goal Setting




### My Professional Goals


3 of 5 goals met

Add Goal







STUDENT CENTER...  
By SCHOOL ACCOUNT









CBE CLASSROOM  
By SCHOOL ACCOUNT






PHYSICAL LAYOUT  
By SCHOOL ACCOUNT









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*A Case Study*



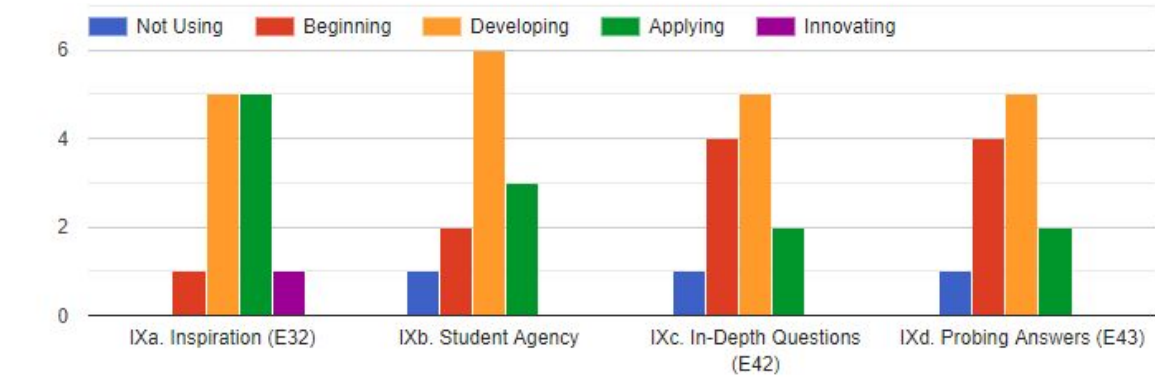


# Initial Results from Teacher Self-Reflection

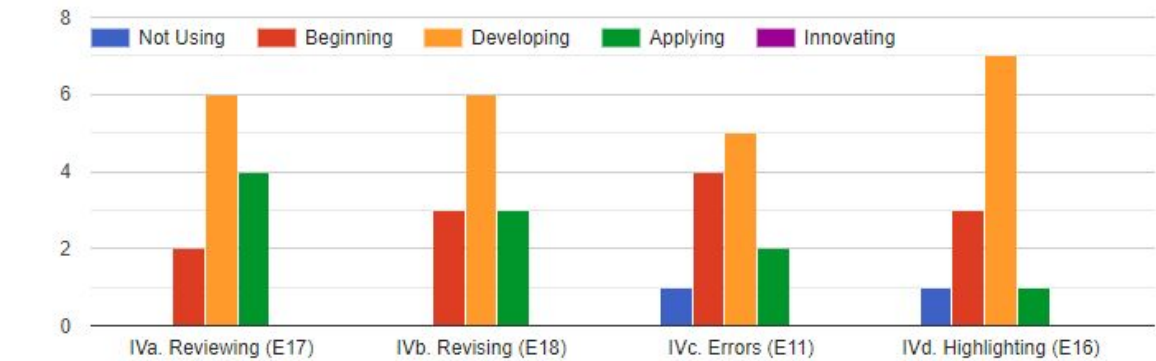
## III. Proficiency Scale Instruction



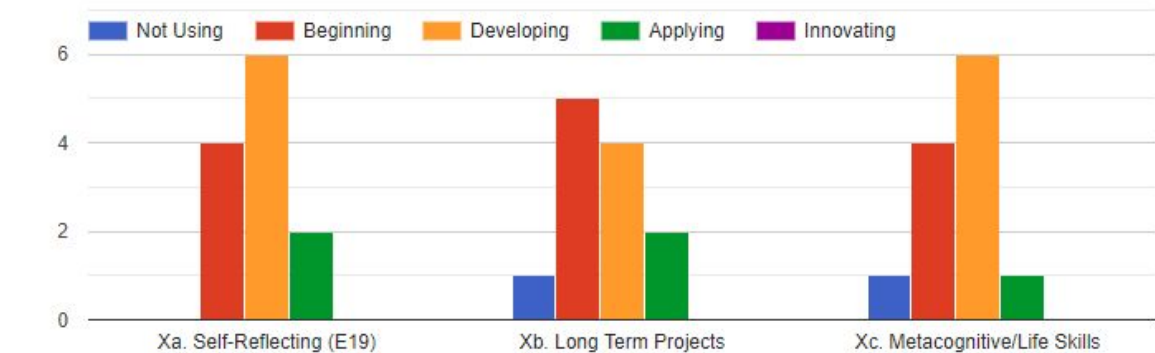
## IX. Efficacy and Agency



## IV. General Instruction



## X. Metacognitive and Life Skills





**Competency-Based Education**  
**Folio Series**

**Element Ia**  
**PROVIDING PROFICIENCY SCALES**

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# Professional Learning on Instructional Model

## Element Ia PROVIDING PROFICIENCY SCALES IN A COMPETENCY-BASED CLASSROOM

In a traditional classroom, proficiency scales may or may not be used. It's probably safe to say that nationally the majority of teachers are not using proficiency scales. This is because proficiency scales are not necessary for effective teaching in a traditional classroom. However, proficiency scales are foundational to a competency-based or standards-referenced classroom. When they are being used well, proficiency scales form the foundation for curriculum, instruction, and assessment. In this folio you will learn about the nature of proficiency scales and how best to design them.

### What Does It Look Like When You Are Using Proficiency Scales?

To use proficiency scales well, you must have a sense of what it looks when you are using them well. There are a number of indicators to this end. Teachers should be engaging in activities like the following:

- Organizing content into proficiency scales that describe a clear continuum of knowledge
- Developing and using clear routines regarding the use of proficiency scales
- Facilitating the design of user-friendly proficiency scales
- Using proficiency scales to help students set personal learning goals

When teachers are using proficiency scales, they also should be able to describe the primary strategies they use to design and use proficiency scales to guide curriculum, instruction, and assessment.

In addition to teachers engaging in specific behaviors, the effective use of proficiency scales is also signaled by students engaging in behaviors like the following:

- Making reference to proficiency scales when talking to the teacher
- Interacting with their peers about proficiency scales

Students also should be able to respond accurately to prompts like the following:

- Explain the proficiency scale you are currently working on
- Describe any learning goals you have relative to proficiency scales
- Describe how the current instructional activity you are engaged in relates to a proficiency scale
- Explain the progression of knowledge in a specific proficiency scale

## STRATEGIES

The strategies covered in this section reflect some of the key concepts and skills teachers should understand and be able to do to effectively provide proficiency scales that help students succeed in learning different types of knowledge and skill.

### Identify the Focus of Standards

As they are currently written, standards statements are not effective vehicles to guide the creation of proficiency scales. Thus, educators should rewrite these statements so that they provide a clear and unequivocal focus of the content for a proficiency scale. These rewritten standards statements are referred to as *focus statements*, which can then be translated into *measurement topics*. As the phrase implies, measurement topics are topics that are considered important enough to be directly taught and repeatedly assessed in an effort to determine the most accurate scores for individual students. To illustrate, consider Exhibit 1.

Exhibit 1. Standards with Focus Statements (continued on next page)

Subject	Standard	Focus Statement	Measurement Topic
Mathematics (3-5)	The student understands the basic concept of a sample (e.g., a large sample leads to more reliable information; a small part of something may have unique characteristics but not be an accurate representation of the whole).	Knows characteristics of a sample	Samples
Language Arts (9-12)	The student uses reading strategies and skills to understand a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary sources).	Executes specific reading strategies and skills	Reading Strategies
Science (K-2)	The student understands that the Sun supplies heat and light to Earth.	Knows the relationship between the Sun and the Earth	The Sun and the Earth
U. S. History (7-8)	The student understands the circumstances that shaped the Civil War and its outcomes (e.g., differences between the economic, technological, and human resources of both sides; impact of the Emancipation Proclamation on the outcome of the war).	Knows events that contributed to the Civil War and influenced the outcome of that war	Causes and Outcomes of the Civil War
Physical Education (K-2)	The student uses control of a variety of body parts in travel activities (e.g., travels in a backward direction and changes directions quickly and safely, without falling; changes speed and direction in response to various rhythms; combines traveling patterns with music).	Executes control of various body parts while engaged in different bodily activities	Body Control

h. \_\_\_\_\_

COASACOM {

- a. Google lesson - Nearpod (10/15)
- b. Wow Goals (10/17)
- c. Research Goals (10/17)
- d. Student Calendars (10/18)
- e. Student planners (11/7)

**COLORADO**  
**STEM**  
**ACADEMY**  
*Preparing Today's Students for Life*

#ElevateCSA

I am working on *elevating* my instruction and need support with...

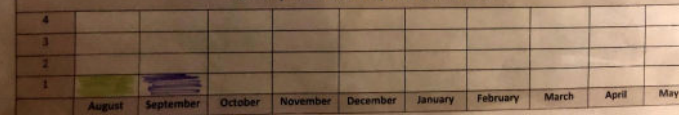
Students actively engaging in and monitoring their learning.

These are the things I can do to *elevate* instruction and CSA...

- Kagan Coaching
- Data Driven Instruction



Rate Myself Towards my Instructional Goal





# Classroom Observation System

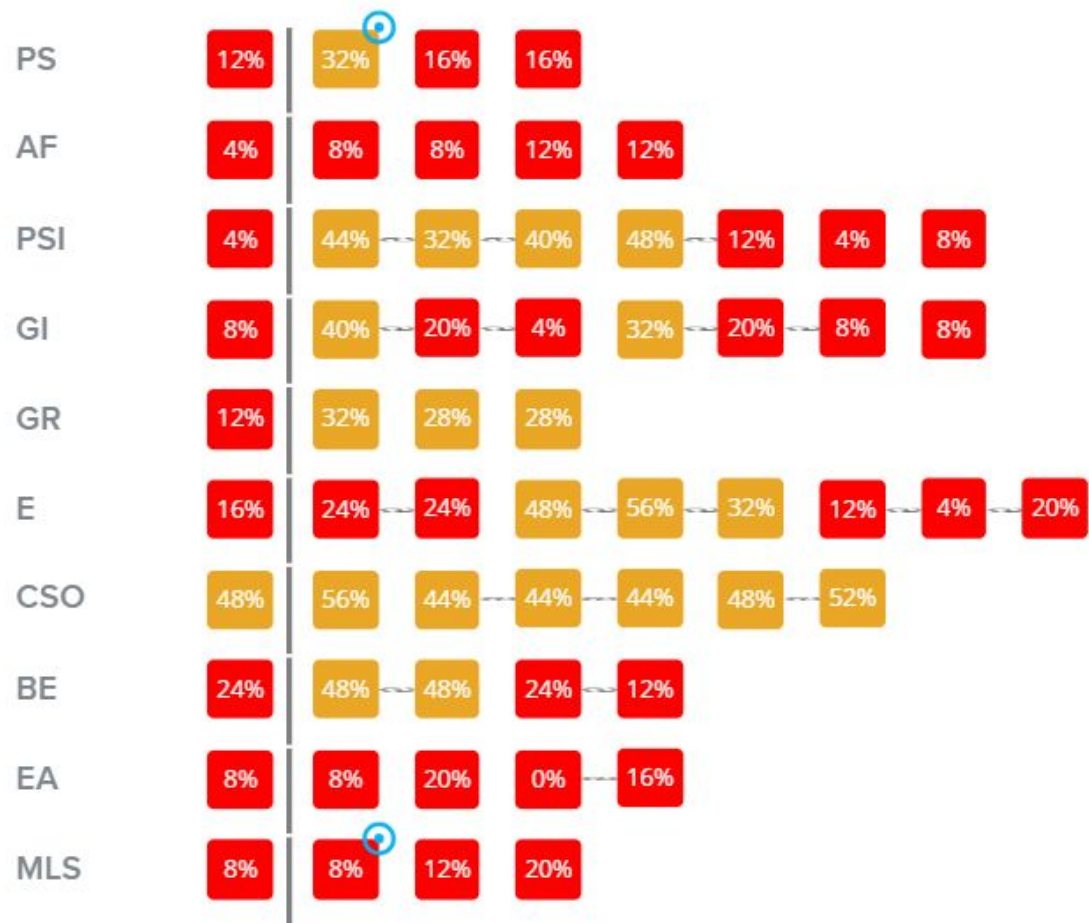


## Observational Categories for Engagement Instructional Strategies

VII. Using Engagement Strategies	23. Noticing and reacting when students are not engaged	xix. Attention
	24. Increasing response rates	
	25. Using physical movement	xx. Energy
	26. Maintaining a lively pace	
	27. Demonstrating intensity and enthusiasm	
	28. Presenting unusual information	xxi. Interest and Intrigue
	29. Using friendly controversy	
	30. Using academic games	

# Combined Observation Elements Dashboard

## Proficiency Tracker



■ >75% ■ 50.1% - 75% ■ 25% - 50% ■ <25%

# Screenshot of Observation Protocol

I

1. Proficiency Scales

Design Area Score

Developing

Elements Score

Communicating Scales

Ia (1): Providing Scales or Rubrics in a CBE Class

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Innovating was entered at 09/22/2021  
Last teacher self eval score Beginning was entered at 03/11/2022

Tracking Progress : 1.0

Ib (2): Tracking Student Progress in a CBE Classr

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Applying was entered at 06/01/2022  
Last teacher self eval score Beginning was entered at 05/27/2022

Verify?  
☒

Celebrating

Ic (3): Celebrating Success in a CBE Classroom

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Developing was entered at 05/01/2022  
Last teacher self eval score Applying was entered at 08/30/2021

# Screenshot of Observation Protocol

1. Proficiency Scales

Design Area Score Developing

Elements Score

Communicating Scales

Ia (1): Providing Scales or Rubrics in a CBE Class

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

was entered at 09/22/2021  
Beginning was entered at 03/11/2022

Rubric Definitions for Developing

The teacher is:

- Utilizing proficiency scales that break the learning goals down into a progression of knowledge or skills
- Utilizing routines to encourage students' attentiveness to the proficiency scales (i.e. reviewing the scale at the beginning of class, end of class, etc...)
- Creating student-friendly versions of proficiency scales
- Connecting students' personal goals with specific parts of proficiency scales

When asked, the teacher can:

- Describe the primary strategies used to provide scales or rubrics

The teacher engages in activities that provide students with clear rubrics and scales without significant errors or omissions. Evidence for this level of performance includes:

1. Referencing the scale throughout the unit

2. Asking students to explain the proficiency scale in their own words

Etc...

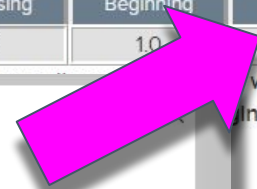
Developing	Applying	Innovating
2.0	3.0	4.0

was entered at 06/01/2022  
Beginning was entered at 05/27/2022

Verify?

Developing	Applying	Innovating
2.0	3.0	4.0

g was entered at 05/01/2022  
plying was entered at 08/30/2021





# Screenshot of Observation Protocol

1. Proficiency Scales

Design Area Score Developing

Elements Score

Communicating Scales

Ia (1): Providing Scales or Rubrics in a CBE Class

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Innovating was entered at 09/22/2021

was entered at 03/11/2022

Rubric Definitions for Applying

Students are:

- Making reference to proficiency scales in the classroom work
- Interacting with one another about the proficiency scales for specific measurement topics

When asked, students can:

- Explain the proficiency scale in their own words
- Explain what learning goal is being addressed in the current lesson
- Describe how the current activity relates to the target goal
- Explain the progression of content on the scale

The teacher engages in activities to provide students with rubrics and scales without significant errors or omissions AND the majority of students have an understanding of the proficiency scales and can accurately describe their current level of performance on the scales.

Developing	Applying	Innovating
2.0	3.0	4.0

was entered at 06/01/2022

was entered at 05/27/2022

Verify?

☒



























Developing	Applying	Innovating
2.0	3.0	4.0

was entered at 05/01/2022










was entered at 08/30/2021

# Admin View: Screenshot of Admin Dashboard

## Teacher Overview

Teacher	Goals	# Self Eval	2023 Admin Obsvs	All Admin Obsvs	Last Admin Obsvs
 Abbott Seth	2 of 5	5	12	12	05/27/2022
 Barber Ashley	0 of 2	1	 6	 6	04/13/2022
 Byers Kevin	0 of 2	1	0	0	
 Corso Nick	0 of 2	1	1	1	03/02/2022
 Fox Kathleen	0 of 2	 1	 7	 7	03/11/2022
 Frank Sarah	0 of 5	 1	 4	 4	02/23/2022
 Gotto Jeni	0 of 2	0	0	0	
 Grismer Mary	0 of 2	 1	 10	 10	02/09/2022
 Gundy Jenna	0 of 2	0	 4	 4	02/23/2022
 Hand McKenzie	0 of 2	0	0	0	
 Hernandez Erica	0 of 2	1	 2	 2	03/14/2022

## Feedback Overview

Feedback Name	# Reviewed	# Not Completed	Date Created	Date Last Updated	
Feedback for - 2022-05-27	1	0	05/27/2022	05/27/2022	
Feedback for - 2022-03-14	0	1	03/14/2022	03/14/2022	
March 10 Test	1	0	03/11/2022	03/11/2022	
Scott's Feedback for - 2022-03-10	1	0	03/10/2022	03/10/2022	
Feedback for - 2022-02-23	0	1	02/23/2022	02/23/2022	
Feedback for - 2022-02-18	0	2	02/18/2022	02/18/2022	
Feedback for - 2022-02-18	0	1	02/18/2022	02/18/2022	
Feedback for - 2022-02-11	0	2	02/11/2022	02/11/2022	
My Test Feedback	0	3	01/19/2022	01/19/2022	



# John E. Flynn A Marzano Academy

*A Case Study*





# Observation Protocol: Decision Making Steps

Step	Score	Descriptor	Directions
<b>C</b>	4 Innovating	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	If yes, score 4 If no, score 3
<b>B</b>	3 Applying	The majority of students exhibit adequate evidence (observational or otherwise) that they understand the progression of knowledge they are expected to master and where they are along that progression.	If yes, go to step C If no, score 2
<b>A</b>	2 Developing	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: i. Scales and Rubrics ii. Progress Tracking iii. Celebrating	If yes, go to step B If no, go to step D
<b>D</b>	1 Beginning	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	If yes, score 1 If no, score 0
	0 Not Using	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	

Source: © 2021 by Robert J. Marzano.

# Observation Protocol: Decision Making Steps

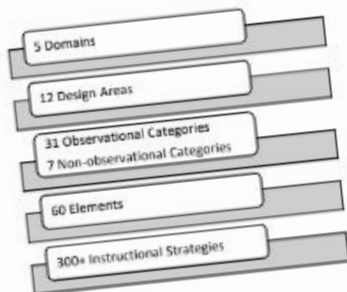
Categories	Design Areas	4.0 Innovating <i>Student Evidence</i> Specific Students Corroborated by Teacher	3.0 Applying <i>Student Evidence</i> Majority of Students Show Observable Evidence	2.0 Developing <i>Teacher Evidence</i> Observable Strategies in All Subcategories <b>Start Here</b>	1.0 Beginning <i>Teacher Evidence</i> Observable Strategies in at Least One Subcategory	0.0 Not Using <i>Teacher Evidence</i> No Observable Strategies in Any Subcategories
Feedback	I. Proficiency Scales	<ul style="list-style-type: none"> <li>Adaptive activities for specific Ⓢ</li> </ul>	<ul style="list-style-type: none"> <li>track their progress</li> <li>reference scales</li> <li>celebrate their status or growth</li> </ul>	<ul style="list-style-type: none"> <li>communicate scales</li> <li>track Ⓢ progress</li> <li>celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>communicate scales</li> <li>track Ⓢ progress</li> <li>celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>communicate scales</li> <li>track Ⓢ progress</li> <li>celebrate success</li> </ul>
	II. Assessment & Feedback	<ul style="list-style-type: none"> <li>Adaptive activities for specific Ⓢ</li> </ul>	<ul style="list-style-type: none"> <li>understand how their scores on assessments relate to their scores on proficiency scales</li> </ul>	<ul style="list-style-type: none"> <li>use obtrusive assmts.</li> <li>use student-centered assessments</li> <li>use unobtrusive assmts</li> <li>generate current summative scores</li> </ul>	<ul style="list-style-type: none"> <li>use obtrusive assmts.</li> <li>use student-centered assessments</li> <li>use unobtrusive assmts.</li> <li>generate current summative scores</li> </ul>	<ul style="list-style-type: none"> <li>use obtrusive assmts.</li> <li>use student-centered assessments</li> <li>use unobtrusive assmts.</li> <li>generate current summative scores</li> </ul>
Content	III. Proficiency Scale Instruction	<ul style="list-style-type: none"> <li>Adaptive activities for specific Ⓢ</li> </ul>	<ul style="list-style-type: none"> <li>understand how their virtual or real time instruction relates to levels of specific proficiency scales</li> </ul>	<ul style="list-style-type: none"> <li>direct instruction (virtual or real time)</li> <li>practicing &amp; deepening activities (virtual or real)</li> <li>complex tasks (virtual or real time)</li> <li>supporting claims activities (virtual or real)</li> </ul>	<ul style="list-style-type: none"> <li>direct instruction (virtual or real time)</li> <li>practicing &amp; deepening activities (virtual or real)</li> <li>complex tasks (virtual or real time)</li> <li>supporting claims activities (virtual or real)</li> </ul>	<ul style="list-style-type: none"> <li>direct instruction (virtual or real time)</li> <li>practicing &amp; deepening activities (virtual or real)</li> <li>complex tasks (virtual or real time)</li> <li>supporting claims activities (virtual or real)</li> </ul>
	IV. General Instruction	<ul style="list-style-type: none"> <li>Adaptive activities for specific Ⓢ</li> </ul>	<ul style="list-style-type: none"> <li>revise and extend their knowledge</li> <li>integrate new knowledge with old</li> </ul>	<ul style="list-style-type: none"> <li>reviewing and revising activities</li> <li>highlighting &amp; elaborating activities</li> <li>extending activities</li> </ul>	<ul style="list-style-type: none"> <li>reviewing and revising activities</li> <li>highlighting &amp; elaborating</li> <li>extending activities</li> </ul>	<ul style="list-style-type: none"> <li>reviewing and revising activities</li> <li>highlighting &amp; elaborating activities</li> <li>extending activities</li> </ul>
Context	V. Grouping & Regrouping	<ul style="list-style-type: none"> <li>Adaptive activities for specific Ⓢ</li> </ul>	<ul style="list-style-type: none"> <li>work effectively and efficiently in groups</li> <li>extend their learning through group work</li> </ul>	<ul style="list-style-type: none"> <li>facilitating group interaction</li> <li>facilitating group transitions</li> <li>supporting group work</li> </ul>	<ul style="list-style-type: none"> <li>facilitating group interaction</li> <li>facilitating group transitions</li> <li>supporting group work</li> </ul>	<ul style="list-style-type: none"> <li>facilitating group interaction</li> <li>facilitating group transitions</li> <li>supporting group work</li> </ul>
	VI. Engagement	<ul style="list-style-type: none"> <li>Adaptive activities for specific Ⓢ</li> </ul>	<ul style="list-style-type: none"> <li>pay attention their academic tasks</li> <li>exhibit energy</li> <li>exhibit interest and intrigue</li> </ul>	<ul style="list-style-type: none"> <li>maintaining Ⓢ attention</li> <li>bolstering Ⓢ energy</li> <li>stimulating Ⓢ interest and intrigue</li> </ul>	<ul style="list-style-type: none"> <li>maintaining Ⓢ attention</li> <li>bolstering Ⓢ energy</li> <li>stimulating Ⓢ interest and intrigue</li> </ul>	<ul style="list-style-type: none"> <li>maintaining Ⓢ attention</li> <li>bolstering Ⓢ energy</li> <li>stimulating Ⓢ interest and intrigue</li> </ul>
	VII. Comfort, Safety, & Order	<ul style="list-style-type: none"> <li>Adaptive activities for specific Ⓢ</li> </ul>	<ul style="list-style-type: none"> <li>appear comfortable</li> <li>do not appear agitated or fearful</li> <li>understand and follow rules and procedures</li> </ul>	<ul style="list-style-type: none"> <li>maintaining Ⓢ sense of comfort</li> <li>maintaining Ⓢ sense of safety</li> <li>maintaining Ⓢ sense of order</li> </ul>	<ul style="list-style-type: none"> <li>maintaining Ⓢ sense of comfort</li> <li>maintaining Ⓢ sense of safety</li> <li>maintaining Ⓢ sense of order</li> </ul>	<ul style="list-style-type: none"> <li>maintaining Ⓢ sense of comfort</li> <li>maintaining Ⓢ sense of safety</li> <li>maintaining Ⓢ sense of order</li> </ul>



# Observation System: Paper Version

## WPS Instructional Model – 60 Teacher Scales

WPS teachers continually keep their focus on 60 Elements articulated by scales in twelve different areas within five key categories:



Feedback
I. Proficiency scales
II. Assessment and feedback
Content
III. Proficiency-scale instruction
IV. General instruction
Context
V. Grouping and regrouping
VI. Engagement
VII. Comfort, safety, and order
Agency
VIII. Belonging and esteem
IX. Efficacy and agency
X. Metacognitive and life skills
Non-Observational
XI. Planning and Preparing
XII. Professionalism and Collegiality

Using the information and tools in this section, teachers should be provided with observational feedback on these twelve areas and should engage in self-reflection regarding these twelve areas. Relative to observational feedback, objective observers should provide feedback to teachers at least once per quarter using the observation form. Relative to self-reflection, teachers should evaluate themselves at least once per quarter using the self-reflection scales.

Feedback	Content	Context	Agency	Professionalism
<b>I. Proficiency Scales</b> The teacher designs and communicates proficiency scales that help students understand the progression of knowledge they are expected to master for specific domains. Ia. Providing Proficiency Scales (I.1) Ib. Tracking Student Progress (I.2) Ic. Celebrating Success (I.3)	<b>III. Proficiency-scale instruction</b> The teacher designs and communicates instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales. IIIa. Chunking Content (III.1) IIIb. Processing Content (III.2) IIIc. Recording & Representing (III.3)	<b>V. Engagement</b> The teacher designs and communicates instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales. Va. Grouping and Regrouping (V.1) Vb. Tracking Student Progress (V.2) Vc. Celebrating Success (V.3)	<b>VIII. Belonging &amp; Esteem</b> The teacher designs and communicates instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales. VIIIa. Grouping and Regrouping (VIII.1) VIIIb. Tracking Student Progress (VIII.2) VIIIc. Celebrating Success (VIII.3)	<b>XI. Planning &amp; Preparing</b> The teacher designs and communicates instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales. XIa. Grouping and Regrouping (XI.1) XIb. Tracking Student Progress (XI.2) XIc. Celebrating Success (XI.3)

## Westminster Instructional Model Element Tracker

Observation Level: (Select one during walk, school walkthrough, instructional round)  
Time of Observation: (Morning, Afternoon)

School Observed: (Select one from list)  
Classroom Level Observed: (Primary, Intermediate, Middle School, High School)

### I. Proficiency Scales

The teacher designs and communicates proficiency scales that help students understand the progression of knowledge they are expected to master for specific domains.

#### Communicating Scales

Ia. Providing Proficiency Scales (I.1)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
Ib. Tracking Student Progress (I.2)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
Ic. Celebrating Success (I.3)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using

### II. Assessment and Feedback

The teacher designs and communicates assessments that accurately measure students' status on proficiency scales and helps students understand the relationship between scores on assessments and overall status on a proficiency scale.

#### Obtrusive

IIa. Using Obtrusive Assessments	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
IIb. Using Student-Centered Assessments	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
IIc. Using Unobtrusive Assessments	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using

#### Summative Scores

IIId. Generating Current Summative Scores	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
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### III. Proficiency Scale Instruction

The teacher designs and communicates instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales.

#### Direct Instruction

IIIa. Chunking Content (III.1)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
IIIb. Processing Content (III.2)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
IIIc. Recording & Representing (III.3)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using

### IV. General Instruction

The teacher designs and communicates instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales.

#### Structured Practice and Knowledge Deepening

IIIId. Using Structured Practice (III.4)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
IIId. Similarities & Dissimilarities (II.4)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
IIId. Cognitively Complex Tasks (II.4)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using

#### Supporting Claims

IIId. Generating & Defending Claims (II.4)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
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### V. Grouping and Regrouping

The teacher systematically groups and regroups students to optimize their progress on specific proficiency scales.

#### Extending

IVd. Extending through Homework (IV.4)	4.0 Innovating	3.0 Applying	2.0 Developing	1.0 Beginning	0.0 Not Using
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# Observation System: Paper Version



Competency-Based  
Portfolio

Element  
PROVIDING PRO

## Element IIa (New): Using Obtrusive Assessments to Evaluate Individual Students in a CBE Classroom

*Design Area II. The teacher designs and administers assessments that accurately measure students' status on proficiency scales and helps students understand the relationships between scores on assessments and overall status on a proficiency scale.*

**Element IIa Planning Question: How will I use obtrusive assessments to evaluate individual students?**

### Teacher Evidence for Level 2 (Developing)

The teacher is:

- Designing, administering and scoring selected response and short answer assessments that relate to specific proficiency scales
- Designing, administering and scoring essay assessments that relate to specific proficiency scales
- Designing, executing, and scoring demonstration assessments that relate to a specific proficiency scales
- Designing, executing, and scoring probing discussions that relate to specific proficiency scales
- Entering scores into the gradebook as evidence of student performance on specific proficiency scales

When asked, the teacher can:

- Explain the primary strategies used to evaluate students with obtrusive assessments

### Student Evidence for Level 3 (Applying) or 4 (Innovating)

Students are:

- Using the feedback from obtrusive assessments to make judgments about what they know and don't know
- Talking to the teacher about the meaning of their test scores on obtrusive assessments and how they relate to specific proficiency scales

When asked, students can:

- Explain what the score they received on an obtrusive assessment means relative to a specific progression of knowledge
- Explain what their scores on obtrusive assessments mean in terms of their status on specific proficiency scales



# School-wide Element Tracker (Google Version)

	Instructional Model Element	Instructional Model Element	Instructional Model Element	Instructional Model Element	Instructional Model Element	Instructional Model Element	Instructional Model Element	Instructional Model Element
	I. Proficiency Scales [Ia. Providing Scales (E1)]	I. Proficiency Scales [Ib. Tracking Progress (E2)]	I. Proficiency Scales [Ic. Celebrating Success (E3)]	II. Assessment and Feedback [IIa. Obtrusive Assessments]	II. Assessment and Feedback [IIb. Student-Centered Assessments]	II. Assessment and Feedback [IIc. Unobtrusive Assessments]	II. Assessment and Feedback [IId. Summative Scores]	III. Proficiency Scale Instruction [IIIa. Chunking (E6)]
School Average	1.95	1.89	2.1	1.74	1.84	2.16	1.89	2.32
	III. Proficiency Scale Instruction [IIIb. Processing (E7)]	III. Proficiency Scale Instruction [IIIc. Recording/Representing (E8)]	III. Proficiency Scale Instruction [IIId. Structured Practice (E9)]	III. Proficiency Scale Instruction [IIIe. Similarities/Dissimilarities (E10)]	III. Proficiency Scale Instruction [IIIf. Complex Tasks (E12)]	III. Proficiency Scale Instruction [IIIg. Claims (E14)]	IV. General Instruction [IVa. Reviewing (E17)]	IV. General Instruction [IVb. Revising (E18)]
School Average	2.16	1.89	2.32	1.95	1.95	1.68	2.05	2.26
	IV. General Instruction [IVc. Errors (E11)]	IV. General Instruction [IVd. Highlighting (E16)]	IV. General Instruction [IVe. Previewing (E15)]	IV. General Instruction [IVf. Elaborating (E21)]	IV. General Instruction [IVg. Homework (E20)]	V. Grouping and Regrouping [Va. Group Interaction (E22)]	V. Grouping and Regrouping [Vb. Group Transitions]	V. Grouping and Regrouping [Vc. Group Support]
School Average	2	2	2.37	1.95	1.68	2.42	2.37	2.37
	IV. General Instruction [IVe. Previewing (E15)]	IV. General Instruction [IVf. Elaborating (E21)]	IV. General Instruction [IVg. Homework (E20)]	V. Grouping and Regrouping [Va. Group Interaction (E22)]	V. Grouping and Regrouping [Vb. Group Transitions]	V. Grouping and Regrouping [Vc. Group Support]	IV. General Instruction [IVe. Previewing (E15)]	IV. General Instruction [IVf. Elaborating (E21)]
School Average	2.37	1.95	1.68	2.42	2.37	2.37	2.37	1.95
	IV. General Instruction [IVg. Homework (E20)]	V. Grouping and Regrouping [Va. Group Interaction (E22)]	V. Grouping and Regrouping [Vb. Group Transitions]	V. Grouping and Regrouping [Vc. Group Support]	VI. Engagement [VIa. Noticing /Reacting (E23)]	VI. Engagement [VIb. Response Rates (E24)]	VI. Engagement [VIc. Physical Movement (E25)]	VI. Engagement [VIId. Lively Pace (E26)]
School Average	1.68	2.42	2.37	2.37	2.63	2.37	2.52	2.21
	VI. Engagement [VIe. Intensity/Enthusiasm (E27)]	VI. Engagement [VIIf. Unusual Information (E28)]	VI. Engagement [VIg. Friendly Controversy (E29)]	VI. Engagement [VIh. Academic Games (E30)]	VII. Comfort, Safety, and Order [VIIa. Physical Layout (E34)]	VII. Comfort, Safety, and Order [VIIb. Withitness (E35)]	VII. Comfort, Safety, and Order [VIIc. Adherence (E36)]	VII. Comfort, Safety, and Order [VIId. Lack of Adherence (E37)]
School Average	2.47	1.79	2	2.21	2.74	2.58	2.68	2.32
	VII. Comfort, Safety, and Order [VIIe. Rules and Procedures (E33)]	VII. Comfort, Safety, and Order [VIIIf. Objectivity and Control (E40)]	VIII. Belonging and Esteem [VIIIa. Verbal/Nonverbal (E38)]	VIII. Belonging and Esteem [VIIIb. Value and Respect (E41)]	VIII. Belonging and Esteem [VIIIc. Students Backgrounds (E39)]	VIII. Belonging and Esteem [VIId. Talking about Self (E31)]	IX. Efficacy and Agency [IXa. Inspiration (E32)]	IX. Efficacy and Agency [IXb. Student Agency]
School Average	2.68	2.53	2.63	2.63	2.53	2.32	2	2.16

# Screenshot of Observation Protocol

I

1. Proficiency Scales

Design Area Score

Developing

Elements Score

Communicating Scales

Ia (1): Providing Scales or Rubrics in a CBE Class

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Innovating was entered at 09/22/2021  
Last teacher self eval score Beginning was entered at 03/11/2022

Tracking Progress : 1.0

Ib (2): Tracking Student Progress in a CBE Classr

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Applying was entered at 06/01/2022  
Last teacher self eval score Beginning was entered at 05/27/2022

Verify?  
✓

Celebrating

Ic (3): Celebrating Success in a CBE Classroom

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

Current overall score Developing was entered at 05/01/2022  
Last teacher self eval score Applying was entered at 08/30/2021



# Screenshot of Observation Protocol

1. Proficiency Scales

Design Area Score Developing

Elements Score

Communicating Scales

Ia (1): Providing Scales or Rubrics in a CBE Class

Not Using	Beginning	Developing	Applying	Innovating
0	1.0	2.0	3.0	4.0

was entered at 09/22/2021

Beginning was entered at 03/11/2022

Rubric Definitions for Developing

The teacher is:

- Utilizing proficiency scales that break the learning goals down into a progression of knowledge or skills
- Utilizing routines to encourage students' attentiveness to the proficiency scales (i.e. reviewing the scale at the beginning of class, end of class, etc...)
- Creating student-friendly versions of proficiency scales
- Connecting students' personal goals with specific parts of proficiency scales

When asked, the teacher can:

- Describe the primary strategies used to provide scales or rubrics

The teacher engages in activities that provide students with clear rubrics and scales without significant errors or omissions. Evidence for this level of performance includes:

1. Referencing the scale throughout the unit

2. Asking students to explain the proficiency scale in their own words

Etc...

Developing	Applying	Innovating
2.0	3.0	4.0

was entered at 06/01/2022

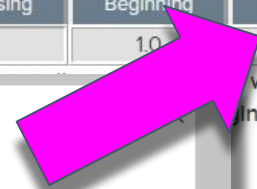
Beginning was entered at 05/27/2022

Verify?  
☒

Developing	Applying	Innovating
2.0	3.0	4.0

g was entered at 05/01/2022

plying was entered at 08/30/2021





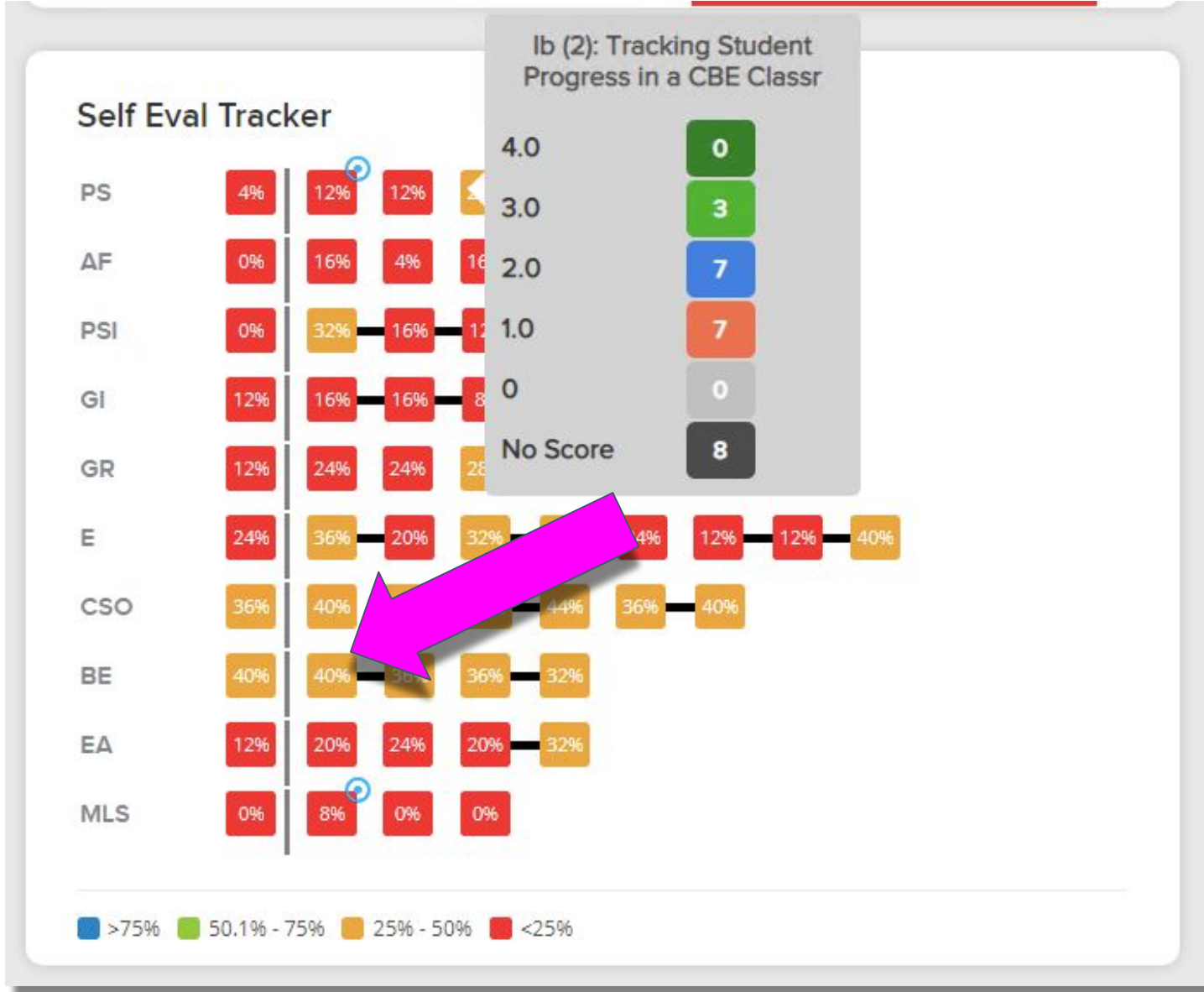
# Summary of School-wide Observations

## Proficiency Tracker



■ >75% ■ 50.1% - 75% ■ 25% - 50% ■ <25%

# Summary of School-wide Observations



## District Focus Areas

- Principals and Directors complete School Reflection
- Data used by District Leadership and Coaches to support

## School Focus Areas

- Principal reviews Teacher Self-Reflection data to determine focus Elements
- Principal meets with Building Leadership Team to determine School Focus Areas

## Teacher Professional Goals

- Teachers complete a Self-Reflection on 60 Elements
- Teacher sets Professional Goals on 1 to 3 Elements
- Tracks progress individually and within PLC



# Professional Learning on Instructional Model

WPS Instructional Model Teacher x +

← → ↺ ⌂ 🔒 https://docs.google.com/forms/d/e/1FAIpQLSdkt6D... 🔍 ☆ C 🌐 👤 ⋮

## II. Assessment and Feedback \*

The teacher designs and administers assessments that accurately measure students' status on proficiency scales and helps students understand the relationships between scores on assessments and overall status on a proficiency scale.

	Not Using	Beginning	Developing	Applying	Innovating
IIa. Obtrusive Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IIb. Student-Centered Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IIc. Unobtrusive Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IId. Summative Scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## III. Proficiency Scale Instruction \*

The teacher designs and executes instructional activities in real time and virtually that help student's progress through the levels of specific proficiency scales.

	Not Using	Beginning	Developing	Applying	Innovating
IIIa. Chunking (E6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IIIb. Processing (E7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IIIc. Recording/Representing (E8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IIId. Structured Practice (E9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IIIe. Similarities/Dissimilarities (E10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## WPS Instructional Model Teacher Self-Reflection Summary Chart

I. Proficiency Scales						FEEDBACK
<i>The teacher designs and communicates proficiency scales that help students understand the progression of knowledge they are expected to master for specific domains.</i>						
<b>Communicating Scales</b>						
Ia	Providing Scales (E1)	Not Using	Beginning	Developing	Applying	Innovating
<b>Tracking Progress</b>						
Ib	Tracking Progress (E2)	Not Using	Beginning	Developing	Applying	Innovating
<b>Celebrating Success</b>						
Ic	Celebrating Success (E3)	Not Using	Beginning	Developing	Applying	Innovating
II. Assessment and Feedback						FEEDBACK
<i>The teacher designs and administers assessments that accurately measure students' status on proficiency scales and helps students understand the relationships between scores on assessments and overall status on a proficiency scale.</i>						
<b>Using Obtrusive Assessments</b>						
IIa	Obtrusive	Not Using	Beginning	Developing	Applying	Innovating
<b>Using Student-Centered Assessments</b>						
IIb	Student-Centered Assessments	Not Using	Beginning	Developing	Applying	Innovating
<b>Using Unobtrusive Assessments</b>						
IIc	Unobtrusive	Not Using	Beginning	Developing	Applying	Innovating
<b>Generating Current Summative Scores</b>						
IId	Summative Scores	Not Using	Beginning	Developing	Applying	Innovating
III. Proficiency Scale Instruction						CONTENT
<i>The teacher designs and executes instructional activities in real time and virtually that help student's progress through the levels of specific proficiency scales.</i>						
<b>Direct Instruction</b>						
IIIa	Chunking (E6)	Not Using	Beginning	Developing	Applying	Innovating
IIIb	Processing (E7)	Not Using	Beginning	Developing	Applying	Innovating
IIIc	Recording/Representing (E8)	Not Using	Beginning	Developing	Applying	Innovating
<b>Structure Practice and Knowledge Deepening</b>						
IIId	Structured Practice (E9)	Not Using	Beginning	Developing	Applying	Innovating
IIIe	Similarities/Dissimilarities (E10)	Not Using	Beginning	Developing	Applying	Innovating
<b>Complex Tasks</b>						
IIIf	Complex Tasks (E12)	Not Using	Beginning	Developing	Applying	Innovating
<b>Supporting Claims</b>						
IIIg	Claims (E14)	Not Using	Beginning	Developing	Applying	Innovating
IV. General Instruction						CONTENT
<i>The teacher designs and executes instructional activities in real time and virtually that help students refresh, revise and integrate their knowledge of specific content.</i>						



# Professional Learning on Instructional Model















































SCHOOL AVERAGES									
Click school name for individual detailed results	Total Observations	Overall	Equitable Learning	High Expectations	Supportive Learning	Active Learning	Progress Monitoring	Well-Managed	Digital Learning
ECC	0								
Fairview	40	2.41	2.69	2.40	2.41	2.27	2.18	2.98	1.32
Flynn	28	2.57	2.80	2.39	2.57	2.53	2.46	2.86	1.87
FM Day	48	2.39	2.62	2.32	2.39	2.37	2.14	2.69	1.72
Harris Park	36	2.39	2.55	2.36	2.39	2.28	2.30	2.58	1.74
Hodgkins	25	2.59	2.74	2.46	2.59	2.59	2.37	3.06	1.43
Mesa	49	2.92	3.24	2.79	2.92	2.88	2.65	3.57	1.60
Metz	35	2.90	3.20	2.89	2.90	2.89	2.60	3.36	1.89
Sherrelwood	49	3.16	3.41	3.16	3.16	2.92	3.01	3.58	2.28
Skyline Vista	33	2.65	2.98	2.51	2.65	2.74	2.10	3.27	1.39
Sunset Ridge	39	2.76	2.91	2.67	2.76	2.69	2.59	3.39	1.48
Tennyson Knolls	54	2.63	3.01	2.41	2.63	2.62	2.30	3.10	1.70
CO STEM	44	2.93	3.13	2.84	2.93	2.86	2.57	3.20	2.51
ISC	0								
WAIS	42	2.53	2.87	2.39	2.53	2.63	1.95	3.29	1.20
Ranum	51	2.48	2.64	2.30	2.48	2.44	2.33	2.69	2.06
Scott Carpenter	32	2.79	2.98	2.60	2.79	2.72	2.63	3.15	2.14
Shaw Heights	106	3.07	3.30	3.03	3.07	3.01	2.80	3.26	2.64
HLHS	29	3.00	3.44	3.02	3.00	2.57	2.81	3.29	2.29
WHS	54	2.98	3.17	2.94	2.98	2.82	2.84	3.23	2.36
District	794	2.72	3.01	2.67	3.17	2.69	2.51	3.16	1.95
Ranked =			3	5	1	4	6	2	7
ELEOT National		2.79	2.68	2.81	3.05	2.95	2.76	3.11	1.88
Spring 2015 WP S Data			2.56	2.50	2.86	2.58	2.52	2.87	2.07





# Classroom Observation System with Teacher Input

# Reflects Competency-Based Practices

DESIGN AREA					
1. Proficiency Scales	<b>I. Proficiency Scales</b> 	<b>Ia (1): Providing Scales or Rubrics in a CBE Class</b>  	<b>Ib (2): Tracking Student Progress in a CBE Class</b>  	<b>Ic (3): Celebrating Success in a CBE Classroom</b>  	
2. Assessment and Feedback	<b>II. Assessment and Feedback</b> 	<b>IIa (New): Using Obtrusive Assessments to Evaluate</b>  	<b>IIb (New): Using Student-Centered Assessments to</b>  	<b>IIc (New): Using Unobtrusive Assessments to Evaluate</b>  	<b>IId: Generating Current Summative S</b>  
3. Proficiency Scale Instruction	<b>III. Proficiency Scale Instruction</b> 	<b>IIIa (6): Chunking Content in a CBE Classroom</b>  	<b>IIIb (7): Processing Content in a CBE Classroom</b>  	<b>IIIc (8): Recording and Representing Content in a</b>  	<b>IIId (9): Using Structured Practice Sessions in</b>  
	<b>IIIf (10): Examining Similarities and Differences</b>  	<b>IIIf (12): Engaging Students in Cognitively Compl</b>  	<b>IIIf (14): Generating and Defending Claims in a C</b>  		
4. General Instruction	<b>IV. General Instruction</b> 	<b>IVa (17): Reviewing Content in a CBE Classroom</b>  	<b>IVb (18): Revising Knowledge in a CBE Classroom</b>  	<b>IVc (11): Examining and Correcting Errors in a CB</b>  	<b>IVd (16): Highlighting Critical Information in a</b>  
	<b>IVe (15): Previewing in a CBE Classroom</b>  	<b>IVf (21): Elaborative Inferences in a CBE Classro</b>  	<b>IVg (20): Extending Through Homework in a CBE Cl</b>  		

# Reflects Competency-Based Practices

DESIGN AREA					
1. Proficiency Scales	I. Proficiency Scales	Ia (1): Providing Scales or Rubrics In a CBE Class	Ib (2): Tracking Student Progress In a CBE Class	Ic (3): Celebrating Success In a CBE Classroom	
2. Assessment and Feedback	II. Assessment and Feedback	Ila (New): Using Obtrusive Assessments to Evaluat	Ilb (New): Using Student-Centered Assessments to	Ilc (New): Using Unobtrusive Assessments to Evalu	IId: Generating Current Summative S
		Ile (10): Examining Similarities and Differences	IIf (12): Engaging Students in Cognitively Compl	Ilg (14): Generating and Defending Claims In a C	
4. General Instruction	IV. General Instruction	IVa (17): Reviewing Content In a CBE Classroom	IVb (18): Revising Knowledge In a CBE Classroom	IVc (11): Examining and Correcting Errors In a CB	IVd (16): Highlighting Critical Information In a
		IVe (15): Previewing In a CBE Classroom	IVf (21): Elaborative Inferences In a CBE Classro	IVg (20): Extending Through Homework In a CBE CI	

Current summative scores for each element

# Reflects Competency-Based Practices

DESIGN AREA					
1. Proficiency Scales	I. Proficiency Scales 3.0 13	Ia (1): Providing Scales or Rubrics in a CBE Class 4.0 13	Ib (2): Tracking Student Progress in a CBE Class 3.0 13	Ic (3): Celebrating Success in a CBE Classroom 3.0 13	
2. Assessment and Feedback	II. Assessment and Feedback 3.0 9	IIa (New): Using Unobtrusive Assessments 3.0 9	IIb (New): Using Student-Centered Assessments to 3.0 9	IIc (New): Using Unobtrusive Assessments to Evaluate 3.0 9	IId: Generating Current Summative S 3.0 9
3. Proficiency Scale Instruction	III. Proficiency Scale Instruction 3.0 8	IIIa (6): Chunking Content in a Classroom 3.0 8	IIIb (7): Processing Content in a 3.0 8	IIIc (8): Recording and 3.0 8	IIId (9): Using Structured Practice 3.0 8
	IIIe (10): Examining Similarities and Differences 3.0 8	IIIf (12): Engaging Cognitively 3.0 8	IIIg (13): Engaging Cognitively 3.0 8	IIId (14): Engaging Cognitively 3.0 8	IIIf (15): Engaging Cognitively 3.0 8
4. General Instruction	IV. General Instruction 0 8	IVa (17): Reviewing Content in a CBE Classroom 1.5 8	IVb (18): Revising Knowledge in a CBE Classroom 3.0 8	IVc (11): Examining and Correcting Errors in a CB 1.5 8	IVd (16): Highlighting Critical Information in a 3.0 8
	IVe (15): Previewing in a CBE Classroom 1.5 8	IVf (21): Elaborative Inferences in a CBE Classro 1.5 8	IVg (20): Extending Through Homework in a CBE Cl 1.5 8		

# of observations for each element  
(including self-assessments)



# Reflects Competency-Based Practices



DESIGN AREA				
1. Proficiency Scales	I. Proficiency Scales 3.0 13	Ia (1): Providing Scales or Rubrics in a CBE Class 4.0 13	Ib (2): Tracking Student Progress in a CBE Class 3.0 13	Ic (3): Celebrating Success in a CBE Classroom 3.0 13
2. Assessment and Feedback	II. Assessment and Feedback 3.0 9	Ila (New): Using Obtrusive Assessments to Evaluate Student-Centered 3.0 9	Ilc (New): Using Unobtrusive Assessments to Evaluate 3.0 9	IId: Generating Current Summative S 3.0 9
3. Proficiency Scale Instruction	Includes teacher resources to help with development on elements.			
				IIId (9): Using Structured Practice Sessions in 3.0 8
4. General Instruction	IV. General Instruction 0 8	IVa (17): Reviewing Content in a CBE Classroom 1.5 8	IVb (18): Revising Knowledge in a CBE Classroom 3.0 8	IVc (11): Examining and Correcting Errors in a CB 1.5 8
	IVe (15): Previewing in a CBE Classroom 1.5 8	IVf (21): Elaborative Inferences in a CBE Classro 1.5 8	IVg (20): Extending Through Homework in a CBE Cl 1.5 8	IVd (16): Highlighting Critical Information in a 3.0 8



# John E. Flynn A Marzano Academy

*A Case Study*



# Reflects Competency-Based Practices

DESIGN AREA					
1. Proficiency Scales	I. Proficiency Scales	Ia (1): Providing Scales or Rubrics in a CBE Class	Ib (2): Tracking Student Progress in a CBE Class	Ic (3): Celebrating Success in a CBE Classroom	
2. Assessment and Feedback	II. Assessment and Feedback	IId: Generating Current Summative S	IIc (New): Using Unobtrusive Assessments to Evalu	IIb (New): Using Student-Centered Assessments to	IIa (New): Using Obtrusive Assessments to Evaluat
3. Proficiency Scale Instruction	III. Pr	Teacher identifies Scale to Submit Evidence			
		IIIe (10): Examining Similarities and Differences	IIIf (12): Engaging Students in Cognitively Compl	IIIg (14): Generating and Defending Claims in a C	
4. General Instruction	IV. General Instruction	IVe (15): Previewing in a CBE Classroom	IVf (21): Elaborative Inferences in a CBE Classro	IVg (20): Extending Through Homework in a CBE Cl	
		IVd (16): Highlighting Critical Information in a	IVc (11): Examining and Correcting Errors in a CB	IVb (18): Revising Knowledge in a CBE Classroom	IVa (17): Reviewing Content in a CBE Classroom



# Professional Learning on Instructional Model



**Competency-Based Education**  
**Folio Series**

**Element Ia**  
**PROVIDING PROFICIENCY SCALES**

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# Teacher Submitted Evidence of Element 1a: Providing Scales and Rubrics to Students

## LI.08.R1.02 -Analyzing Ideas and Theme

LI.07.R3.09 - Comparing Texts		4	3	2	1
3.0 Describe how a main idea or theme develops over the course of a text					
2.0	Explain the main idea or theme of a text and what the text is mostly about.				
2.0	Summarize what an author says about a topic.				
3.0 Describe a main idea or theme's relationship to other elements of a text citing text evidence.					
2.0	Explain that themes are ideas about life that an author is trying to express and may want a reader to connect to his or her own life.				
2.0	Describe connections between important details and the main idea or theme of a text.				
2.0	Identify how categories of details are connected to the main idea or theme of a text.				
2.0	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.				
Evidence examples:					
AIT1- Describe the relationships among specific details from Frederick Douglas' Narrative of the Life of Frederick Douglas, An American Slave that communicate the main idea of knowledge leading to freedom.					
AIT2- Explain how the character's words, actions, and feelings; the setting; and the plot in Mildred D. Taylor's Roll of Thunder, Hear My Cry support the theme of the importance of family.					

## Vocabulary

Word	Meaning	Rating
Main Idea		1 2 3 4
Theme		1 2 3 4
Plot		1 2 3 4
Setting		1 2 3 4
Analyze		1 2 3 4

Evidence	Score	Why is this important? (WIFM)

Goal: I will score \_\_\_ on \_\_\_ by \_\_\_.

One thing I don't understand (or am not good at) yet...

Key Concepts: Most Important Parts

Revision: How has your thinking changed? (I used to think \_\_\_ but now I know \_\_\_ )

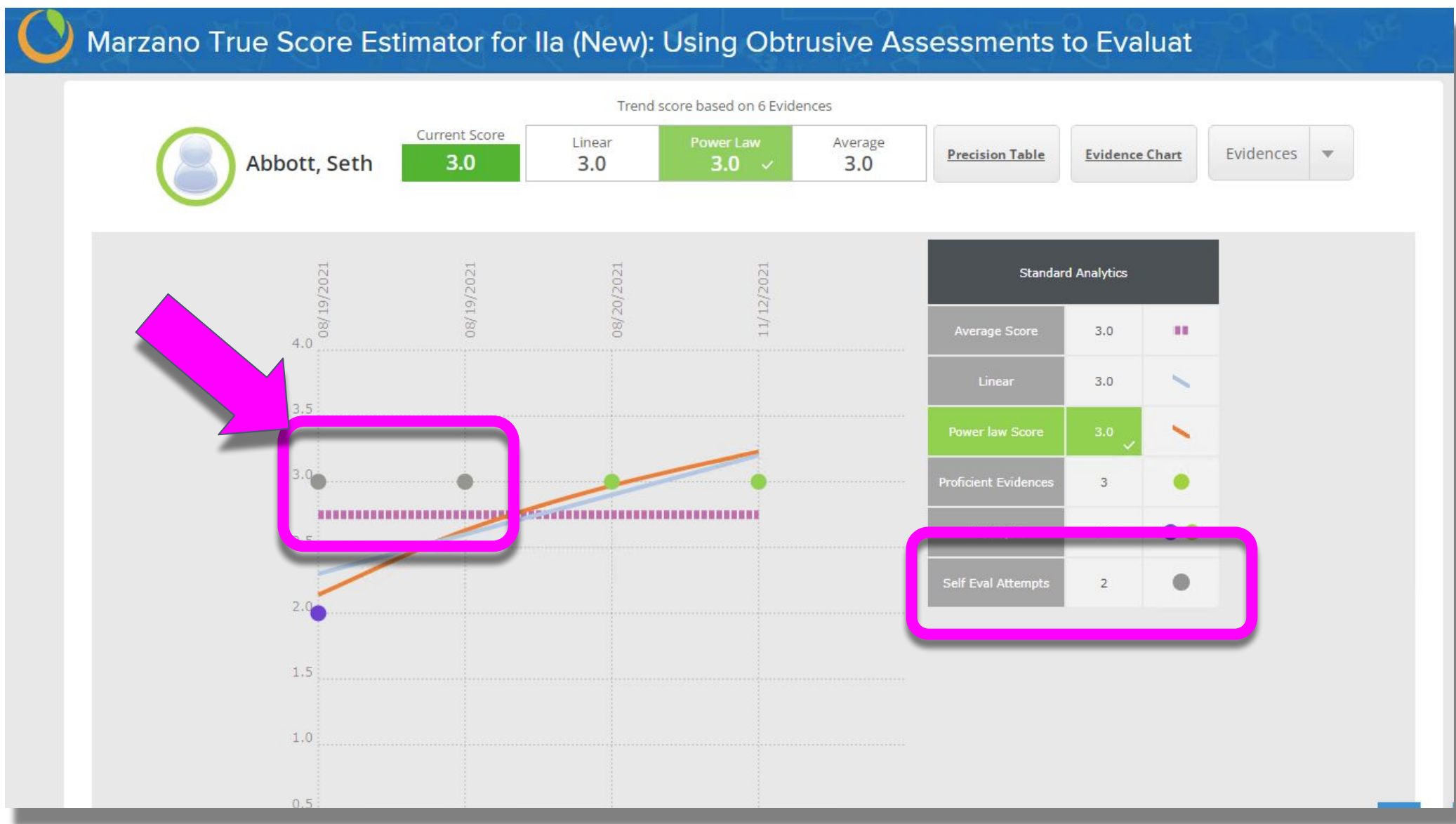
# Reflects Competency-Based Practices

DESIGN AREA					
1. Proficiency Scales	I. Proficiency Scales 3.0 13	Ia (1): Providing Scales or Rubrics in a CBE Class 4.0 13	Ib (2): Tracking Student Progress in a CBE Class 3.0 13	Ic (3): Celebrating Success in a CBE Classroom 3.0 13	
2. Assessment and Feedback	II. Assessment and Feedback 3.0 9	Ila (New): Using Student-Centered Assessments 3.0 9	Ilb (New): Using Student-Centered Assessments to 3.0 9	Ilc (New): Using Unobtrusive Assessments to Evaluate 3.0 9	IId: Generating Current Summative S 3.0 9
3. Proficiency Scale Instruction	III. Proficiency Scale Instruction 3.0 8	Teacher achieves a Score 4.0			
	IIIe (10): Examining Similarities and Differences 3.0 8	IIIf (12): Engaging Students in Cognitively Complex 3.0 8	IIIg (14): Generating and Defending Claims in a CBE Classroom 3.0 8		
4. General Instruction	IV. General Instruction 0 8	IVa (17): Reviewing Content in a CBE Classroom 1.5 8	IVb (18): Revising Knowledge in a CBE Classroom 3.0 8	IVc (11): Examining and Correcting Errors in a CBE Classroom 1.5 8	IVd (16): Highlighting Critical Information in a CBE Classroom 3.0 8
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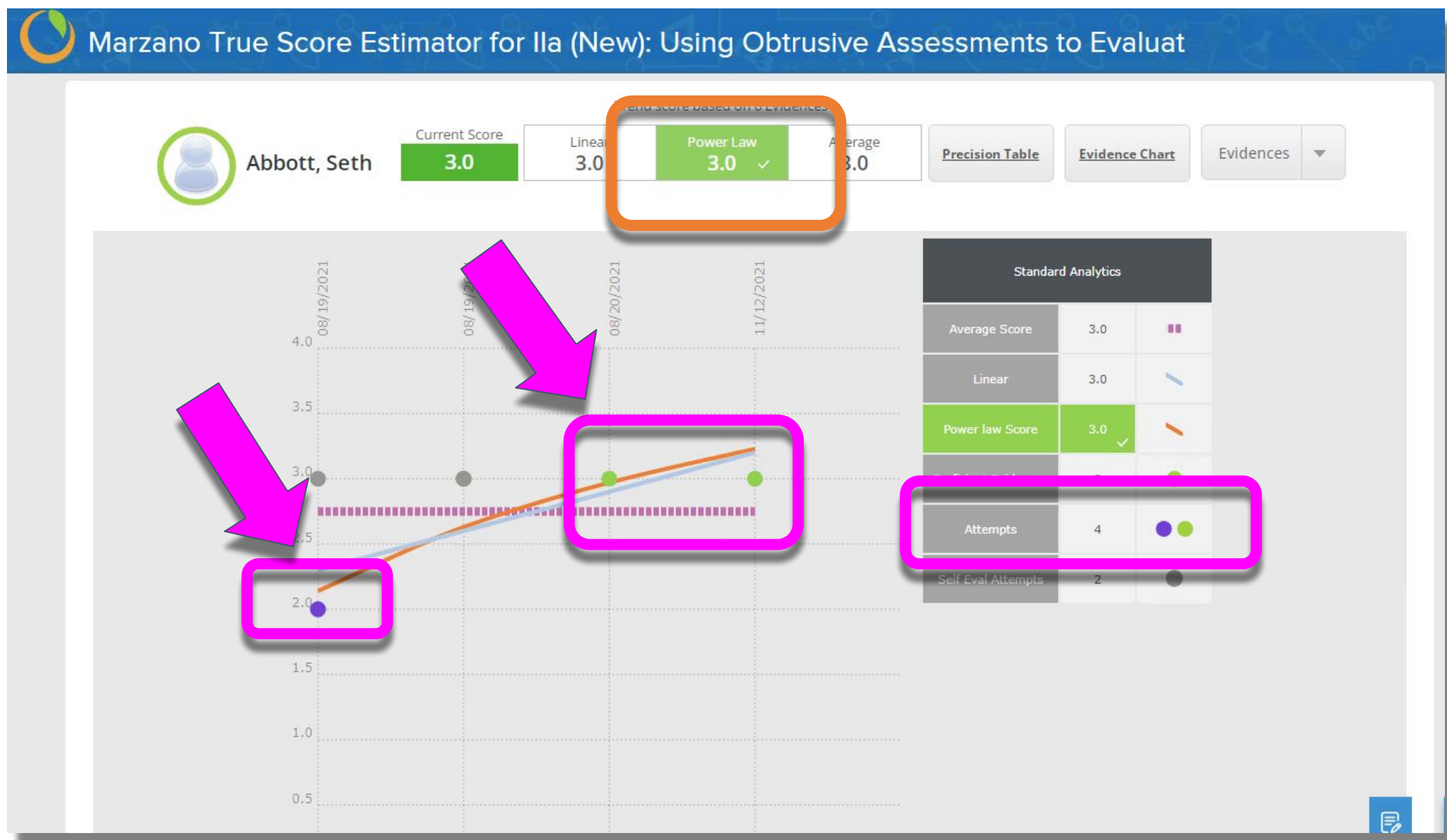
# Calculating Teacher Effectiveness Over Time

# Calculating Teacher Effectiveness

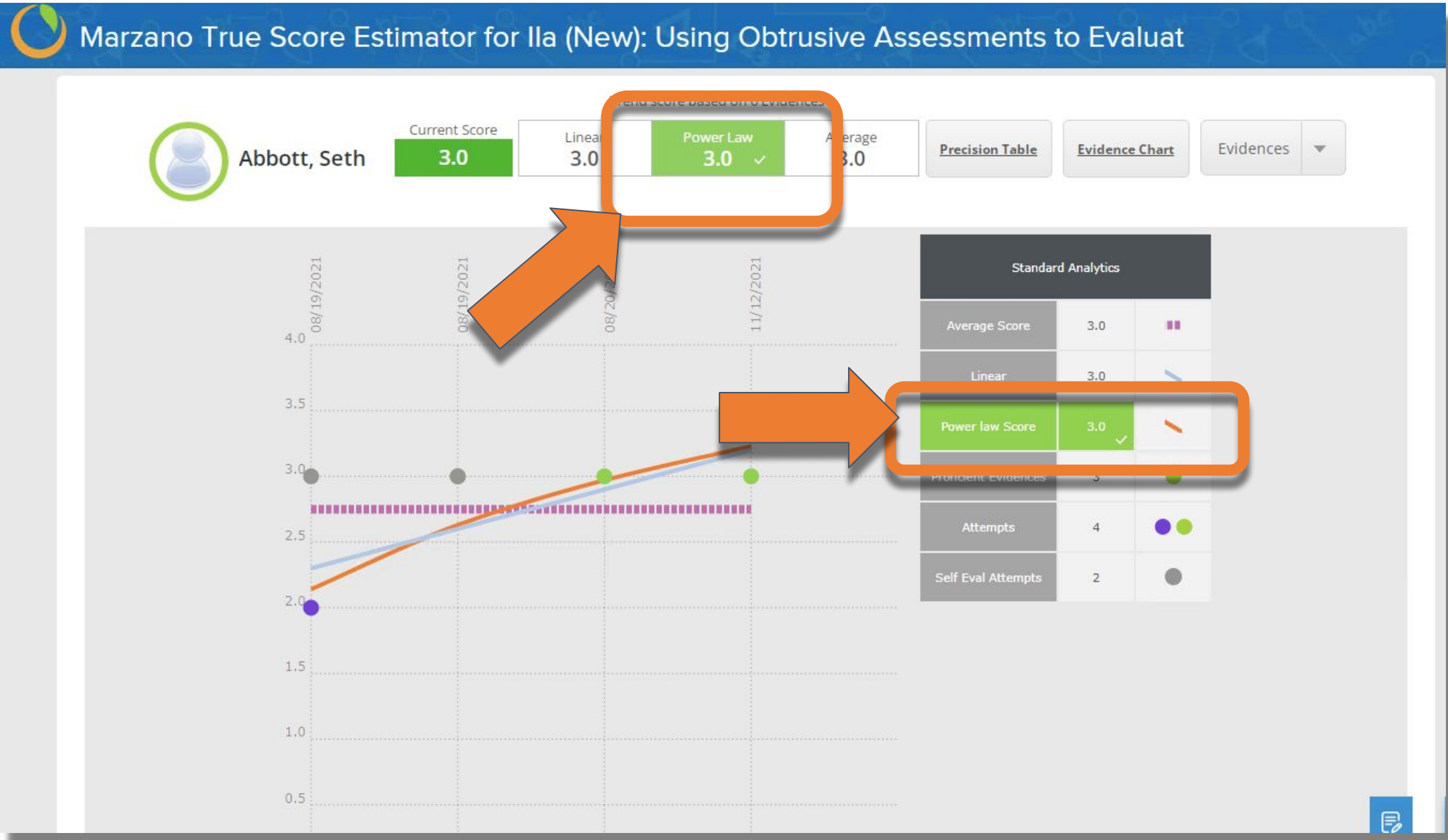




# Calculating Teacher Effectiveness



# Calculating Teacher Effectiveness



# Calculating Teacher Effectiveness



## Marzano True Score Estimator for Ib (2): Tracking Student Progress in a CBE Classr



Abbott, Seth

Current Score  
**3.0**

Linear  
**3.0** ✓

Power Law  
**3.0**






Average  
**2.0**

[Precision Table](#)

[Evidence Chart](#)

Evidences ▼



Standard Analytics		
Linear	3.0 ✓	
Power law Score	3.0	
Proficient Evidences	9	
Attempts	22	
Self Eval Attempts	5	

## **Session Context**

- Why Competency-Based Education?
- Why a New Model for Teacher Observation and Evaluation?

## **Key Components to Personalized, Competency-Based Teacher Development**

- Founded on a Competency-Based Instructional Model
- Utilizes an Observational System that Does Not Rely Solely on Administrator Observation
- Reflects Competency-Based Practices for Adults and Students Alike

## **Case Study: Westminster Public Schools**







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Thank you for joining us!

***Share Your Thoughts***

Participate in our one-minute poll (link in chat box)

