

**2015-2016 Classroom Teacher Quick Start Guide**  
**Teacher Professional Learning and Growth, Office of Talent Development**

**Creating Your Growth Plan /Deliberate Practice in iObservation**

Welcome to the 2015-2016 Growth Plan. This year Step 1 is a **Self-Assessment**. You will self-assess yourself on a minimum of 30 of the 41 Elements in Domain 1. Of those 30 Elements, you must rate yourself on at least one (1) of the Elements categorized as High Probability Strategies.

The High Probability Strategies are the following Elements:

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
15. Organizing Students to Practice and Deepen Knowledge
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
20. Helping Students Revise Knowledge
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

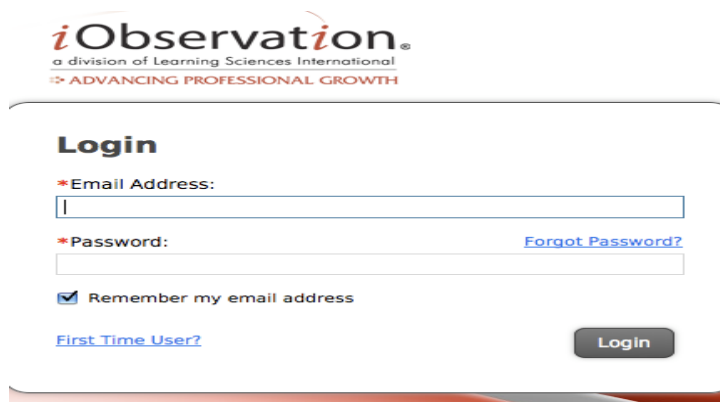
**DIRECTIONS:**

1. Access website at: [www.effectiveeducators.com](http://www.effectiveeducators.com)
2. Login:

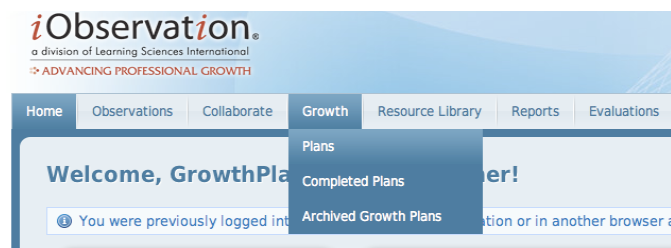
If you have never logged into iObservation, you will need to click on *First Time User* and follow prompts.

Note: You must use the email address that you have stored in ESS.

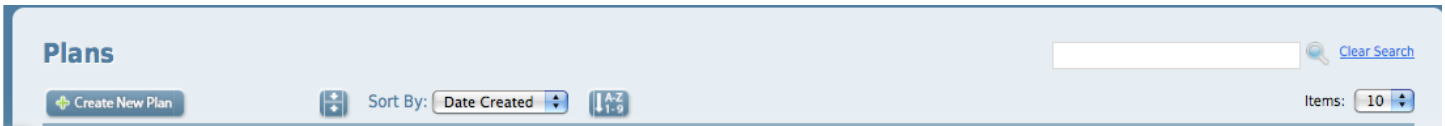
For login assistance, call the iObservation hotline: 754-321-5085



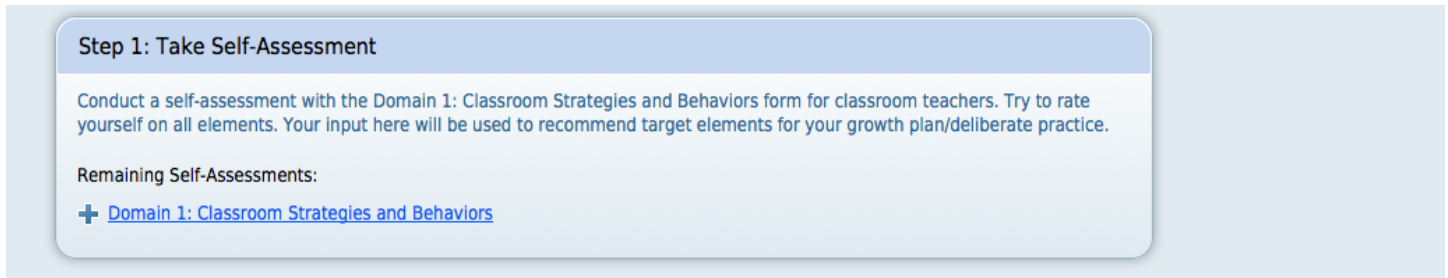
3. Hover over **Growth** and click **Plans**:



4. Click on **+ Create New Plan**



5. Step 1: Take Self-Assessment: Click on **+ Domain 1: Classroom Strategies and Behaviors:**



- Deliberate Practice will be worth 1% within the 50% Instructional Practice Score for the 2015-2016 school year.
- The Deliberate Practice Score will be Effective (3.0) for every educator that completes the self-assessment.
- If an educator does not complete the self-assessment, the Deliberate Practice Score will be a 1.0 (Unsatisfactory).

**\*\*You must complete the Self-Assessment by Friday, October 23, 2015 at 11:59 pm.\*\***

Please note the following button selections: **Save and Close** allows you to save and return to your self-assessment while in progress. Selecting **Save Draft** saves your self-assessment as a file on your computer and **Finish** is selected when you have completed your self-assessment. **Save your work frequently—unsaved data will be lost.** You may edit your Self-Assessment up until 11:59 pm on Friday, October 23, 2015.



## Domain 1: Classroom Strategies and Behaviors (v3)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

## Marzano Protocol: Lesson Segment Involving Routine Events



### DQ1: Communicating Learning Goals and Feedback

#### Providing Rigorous Learning Goals and Performance Scales (Rubrics)

**Focus Statement:** The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

**Desired Effect:** Students understand the learning goal and what the scale means.

**Resources:**

[Scale](#) | [Reflection Questions](#)

**Rate Yourself:**

6. Select at least 30 of the 41 listed Elements in Domain 1 and rate your current level of performance. Make sure to select Elements where growth is needed. The [Scale](#) and/or [Reflection Questions](#) resource links provide further information and clarification of the requirements of each Element when needed. Here are some examples:

## Marzano Protocol: Lesson Segment Involving Routine Events

### DQ1: Communicating Learning Goals and Feedback

#### Providing Rigorous Learning Goals and Performance Scales (Rubrics)

**Focus Statement:** The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

**Desired Effect:** Students understand the learning goal and what the scale means.

**Resources:**

[Scale](#) | [Reflection Questions](#)

**Rate Yourself:**

top

#### Tracking Student Progress

**Focus Statement:** The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

**Desired Effect:** Students understand their current status on the scale and can articulate their progress toward the learning goal.

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Rate Yourself:**

#### Celebrating Success

**Focus Statement:** The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.

**Desired Effect:** Students feel pride in their knowledge gain and accomplishments, and they are motivated to continue progress toward the goal.

**Resources:**

[Scale](#) | [Reflection Questions](#)

**Rate Yourself:**

### DQ6: Establishing Rules and Procedures

#### Establishing Classroom Routines

**Focus Statement:** The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.


**Desired Effect:** Students know and follow the rules and procedures.

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

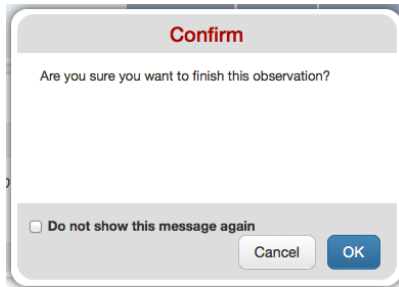
**Rate Yourself:**

top

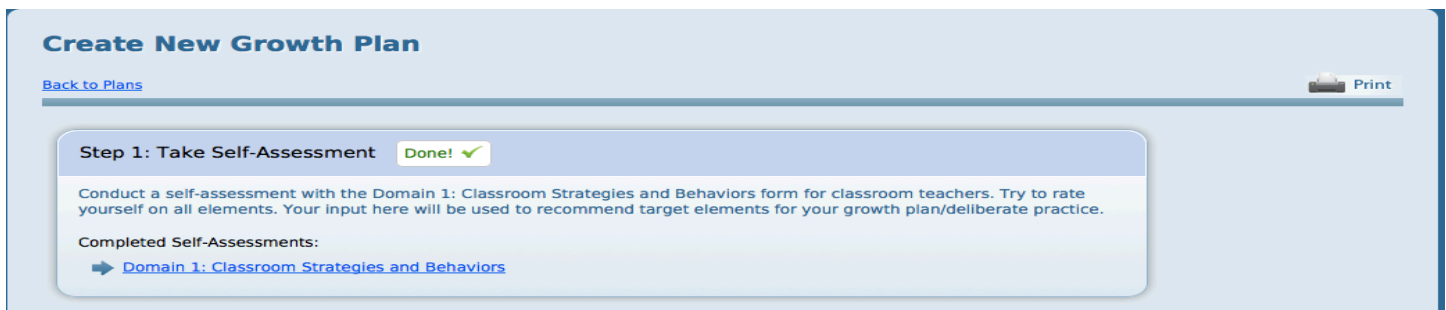
At any time you may select the  button to return to the top of the page.

Once you have completed your Self-Assessment select the  button.

7. You will see the following screen:

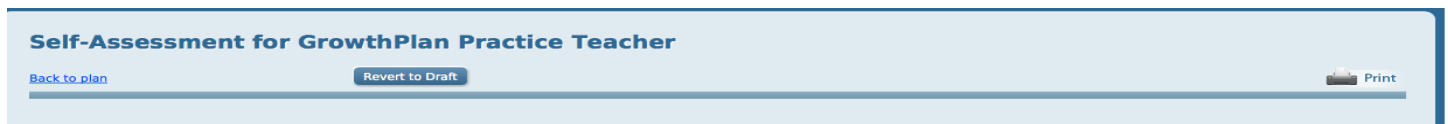


Select **OK** and the following screen will appear: The Green **Done! ✓** is displayed each time you complete a Step.



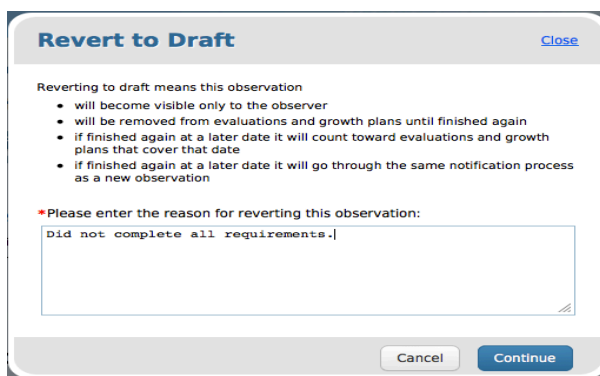
You have the option to edit your completed **Done! ✓** Self-Assessment at any time before 11:59 pm on Friday, October 23, 2015, by following these steps:

Click on + **Domain 1: Classroom Strategies and Behaviors** (see above) to re-open the Self-Assessment window.



Click on **Revert to Draft**

You will see the following Pop-up window:



Enter your reason for reverting this observation and then select the **Continue** button in order to return to the Self-Assessment page.

Repeat the directions for completing and submitting the Self-Assessment.

## 8. Step 2: Select Target Elements


**Step 2: Select Target Elements** 2 Elements Required

Select 2 elements as a focus for your Growth Plan/Deliberate Practice

[+ Select Target Elements](#)

Click on [+ Select Target Elements](#)




Two (2) Target Elements are required. You will complete this process by selecting one (1) at a time. Select one (1) Target Element from the choices below (the picture example is an abbreviated list of what you will see on your screen) and click on [Configure](#) to proceed.

You will complete the entire process for one Target Element and then be prompted to choose a second. Please make sure that at least one (1) of your selected Elements is from the list of High Probability Strategies which are identified by a green dot: 

## Step 2: Select Target Elements

[Back to Plan](#)

Select a target element from the choices below. After selecting a target element you will answer a few questions before making it part of your Growth Plan. The green dot indicates elements that are a focus for the district. Please select two elements, being sure to choose at least 1 element that is a focus for the district (a green dot next to an element means it's a high probability element).

Recommended Elements	Self-Assessment Score
<b>Domain 1: Classroom Strategies and Behaviors (v3)</b>	
Providing Rigorous Learning Goals and Performance Scales (Rubrics)  <a href="#">Configure</a>   <a href="#">Preview</a>	1.0 - Beginning
Tracking Student Progress <a href="#">Configure</a>   <a href="#">Preview</a>	2.0 - Developing
Celebrating Success <a href="#">Configure</a>   <a href="#">Preview</a>	1.0 - Beginning
Organizing Students to Interact with New Content  <a href="#">Configure</a>   <a href="#">Preview</a>	1.0 - Beginning
Helping Students Process New Content <a href="#">Configure</a>   <a href="#">Preview</a>	2.0 - Developing
Helping Students Elaborate on New Content  <a href="#">Configure</a>   <a href="#">Preview</a>	2.0 - Developing

*(For this example, Providing Clear Learning Goals Performance Scales (Rubrics) was selected.)*

Complete the questions of the **Performance Goal** by selecting your current starting performance level and FINAL goal for your selected Element.

### Performance Goal:

**\*Your starting performance level for "Providing Rigorous Learning Goals and Performance Scales (Rubrics)"**

**\*What level of achievement is your FINAL goal for "Providing Rigorous Learning Goals and Performance Scales (Rubrics)" for this plan?**

Briefly **respond to ALL three** (3) of the following **Target Element Questions** (this step must be completed), then select: **Save**.

**Target Element Questions:**

**\*Current student behavior/learning that I want to see improve as a result of focusing on this target strategy**  
**You must answer the question**

**\*Changes in student behavior/learning I expect to see as a result of focusing on this target strategy**  
**You must answer the question**

**\*State your Growth Goals for this element** **You must answer the question**



Once you select **Save** you will be returned to the Step 2: Select Target Elements screen. You will see that you have successfully selected one target element and will now repeat the process so that you can select your second Target Element. Remember that at least one of the High Probability Strategy Elements must be selected.


**Repeat ALL steps** of the previous process by selecting **another** of the Target Elements from the **Available Elements** list (a partial list is shown below).

## Step 2: Select Target Elements

**New target element created successfully**

[Back to Plan](#)


Select a target element from the choices below. After selecting a target element you will answer a few questions before making it part of your Growth Plan. The green dot indicates elements that are a focus for the district. Please select two elements, being sure to choose at least 1 element that is a focus for the district (a green dot next to an element means it's a high probability element).

Selected Elements	Self-Assessment Score
<b>Domain 1: Classroom Strategies and Behaviors (v3)</b>	
Providing Rigorous Learning Goals and Performance Scales (Rubrics)  <a href="#">Remove</a>   <a href="#">Edit</a>   <a href="#">Preview</a>	1.0 - Beginning

Recommended Elements	Self-Assessment Score
<b>Domain 1: Classroom Strategies and Behaviors (v3)</b>	
Tracking Student Progress <a href="#">Configure</a>   <a href="#">Preview</a>	2.0 - Developing
Celebrating Success <a href="#">Configure</a>   <a href="#">Preview</a>	1.0 - Beginning
Organizing Students to Interact with New Content  <a href="#">Configure</a>   <a href="#">Preview</a>	1.0 - Beginning


Once you complete these steps and select **SAVE** you will see the following screen:

## Step 2: Select Target Elements

 New target element created successfully

[Back to Plan](#)

Select a target element from the choices below. After selecting a target element you will answer a few questions before making it part of your Growth Plan. The green dot indicates elements that are a focus for the district. Please select two elements, being sure to choose at least 1 element that is a focus for the district (a green dot next to an element means it's a high probability element).

Selected Elements	Self-Assessment Score
<b>Domain 1: Classroom Strategies and Behaviors (v3)</b>	
Providing Rigorous Learning Goals and Performance Scales (Rubrics)  <a href="#">Remove</a>   <a href="#">Edit</a>   <a href="#">Preview</a>	1.0 - Beginning
Establishing Classroom Routines <a href="#">Remove</a>   <a href="#">Edit</a>   <a href="#">Preview</a>	3.0 - Applying


You have now selected the TWO (2) required Target Elements.

You may now continue by selecting the [Back to Plan](#) button.

[Back to Plan](#)

You will now see a **GREEN Done! ✓** for BOTH Step 1 and Step 2.

### Create New Growth Plan

[Back to Plans](#)  Print

**Step 1: Take Self-Assessment** Done! ✓

Conduct a self-assessment with the form used for classroom observations. Rate yourself on all elements. Your input here will be used to recommend target elements for Deliberate Practice.

Completed Self-Assessments:

➔ [Domain 1: Classroom Strategies and Behaviors](#)

**Step 2: Select Target Elements** Done! ✓ [Add or Remove Elements](#)

Select 2 elements as a focus for your Growth Plan/Deliberate Practice

➔ [Establishing Classroom Routines](#)

➔ [Providing Clear Learning Goals and Scales \(Rubrics\)](#)

You are now ready to complete **Step 3: Identify Action Steps**.

Click on **+ [Develop a Plan for Growth](#)**

**Step 3: Identify Action Steps**

Put together your plan for how you will achieve your growth goals.

➔ [Develop a Plan for Growth](#)



Then select the first [+Add a Step](#)

## Step 3: Outline Action Steps

[Back to Plan](#)

Create a plan for reaching your growth goals by adding action steps. Use the bars on the right side of the action step bubbles to drag them into any order you like.

[+ Add a Step](#)

Principals will review progress on Action Plan

Date: Second week in January

Elements: All

Principals will review progress on Action Plan

Date: Last Week in April

Elements: All

[+ Add a Step](#)

You will be taken to the following screen:

### Step 3: Outline Action Steps

[Back to Plan](#)

Create a plan for reaching your growth goals by adding action steps. Use the bars on the right side of the action step bubbles to drag them into any order you like.

[+ Add a Step](#)

Describe the Action Step: Action Step Ideas: [Select an Action Step Idea](#)

\*Date:

Element:

Add a Resource: [Select All](#) [Remove All](#)

- Reflection Log
- Instructional Rounds Worksheet
- Video Observation Worksheet
- Video Self Observation Worksheet
- Videos of Other Teachers

➔



In order to complete your Action Steps you may select predetermined **Action Step Ideas** from the dropdown window **Select an Action Step Idea** or you may type your own idea into the box provided (See the following examples).

The image shows two examples of the 'Add a Step' form. Each form has a text area for 'Describe the Action Step:', a dropdown for 'Action Step Ideas', and a date field labeled '\*Date:'. The dropdown menu is open in both, showing a list of ideas such as 'Utilize iObservation Resources', 'Participate in School Based PLC', 'Participate in a Lesson Study Team', 'Seek Mentoring Assistance', 'Participate in Other District Based Professional Learning', 'Enroll in Higher Education coursework', 'Pursue National Board Candidacy', and 'Pursue BCRP Candidacy'. In the second example, 'Participate in Other District Based Professional Learning' is highlighted.

Once you have selected your Action Step it will automatically appear in the box and you have the option to add more text if desired.

This is a detailed view of the 'Add a Step' form. The 'Describe the Action Step:' text area contains the text: 'Participate in Other District Based Professional Learning - Attend Teacher Development Learning Goals and Scales Workshop/Training'. Below this is the '\*Date:' field with the value '11/12/15'. The 'Element:' dropdown menu is set to 'Providing Rigorous Learning Goals and Performance Scales (Rubrics)'. The 'Add a Resource:' section features a list of resources on the left: 'Reflection Log', 'Instructional Rounds Worksheet', 'Video Observation Worksheet', 'Video Self Observation Worksheet', and 'Videos of Other Teachers'. An arrow points from this list to an empty box on the right. At the bottom left are 'Cancel' and 'Save Action Step' buttons. A 'top' button is located on the right side of the form.

In the **\* Date** box: you may input a specific date (example: 11/12/15) or a general time frame (example: daily, weekly, monthly).

For **Element** box, you may select one of your two targeted elements or ALL.

The **Add a Resource** box is optional and does not require information in order to complete this step.

Click on **Save Action Step** once your information is complete. You will see the following screen:

## Step 3: Outline Action Steps

[Back to Plan](#)

Create a plan for reaching your growth goals by adding action steps. Use the bars on the right side of the action step bubbles to drag them into any order you like.

[+ Add a Step](#)

**Principals will review progress on Action Plan**  
**Date:** Second week in January  
**Elements:** All

**Principals will review progress on Action Plan**  
**Date:** Last Week in April  
**Elements:** All

**Participate in Other District Based Professional Learning - Attend Teacher Development Learning Goals and Scales Workshop/Training** [Remove](#) | [Edit](#)  
**Date:** 11/12/15  
**Elements:** Providing Rigorous Learning Goals and Performance Scales (Rubrics)

[+ Add a Step](#)

Select [+Add a Step](#) to complete the process for your second element:

Describe the Action Step:  
Participate in School Based PLC

\*Date: WEEKLY

Element: Establishing Classroom Routines

Add a Resource:

[Select All](#) [Remove All](#)

Instructional Rounds Worksheet

Video Observation Worksheet

Video Self Observation Worksheet

Videos of Other Teachers

→

Reflection Log

[Cancel](#) [Save Action Step](#)

Again select [Save Action Step](#) once your information is complete. You will see the following screen:

+ Add a Step

**Principals will review progress on Action Plan**

**Date:** Second week in January

**Elements:** All

**Principals will review progress on Action Plan**

**Date:** Last Week in April

**Elements:** All

**Participate in Other District Based Professional Learning - Attend Teacher Development Learning Goals and Scales Workshop/Training** [Remove](#) | [Edit](#)

**Date:** 11/12/15

**Elements:** Providing Rigorous Learning Goals and Performance Scales (Rubrics)

**Participate in School Based PLC** [Remove](#) | [Edit](#)

**Date:** weekly

**Elements:** Establishing Classroom Routines

You may drag the black bars on the information bubbles to rearrange your Action Plan Step order (Please see the following example).

Once you have your Actions Steps in order. Click on the **Save Action Step Order** button.

+ Add a Step

**Participate in Other District Based Professional Learning - Attend Teacher Development Learning Goals and Scales Workshop/Training** [Remove](#) | [Edit](#)

**Date:** 11/12/15

**Elements:** Providing Rigorous Learning Goals and Performance Scales (Rubrics)

**Principals will review progress on Action Plan**

**Date:** Second week in January

**Elements:** All

**Participate in School Based PLC** [Remove](#) | [Edit](#)

**Date:** weekly

**Elements:** Establishing Classroom Routines

**Principals will review progress on Action Plan**

**Date:** Last Week in April

**Elements:** All

+ Add a Step

You will now see a **GREEN Done! ✓** for Step 3.

#### Step 4: Put Your Plan Into Action: **Submit for Approval**

**Step 3: Identify Action Steps** Done! ✓

Put together your plan for how you will achieve your growth goals.

+ [Add or Remove Action Steps](#)

**Step 4: Put Your Plan into Action**

Submit your plan for approval. Then follow your plan and make progress toward your growth goals.

- **You may edit Step 1 until Friday, October 23, 2015 at 11:59 pm.**
- **After October 23, 2015, you will not be able to access your Self-Assessment.**
- **You may edit Steps 2 and 3 until Friday, November 20, 2015 at 11:59 pm.**
- **Your Growth Plan/Deliberate Practice should be completed by 11:59 pm on Friday, November 20, 2015.**

Your administrator will review your completed Growth Plan. It will either be accepted as submitted or returned to you for further editing and then resubmitted for approval once your editing is complete.