MEMORANDUM OF UNDERSTANDING #18
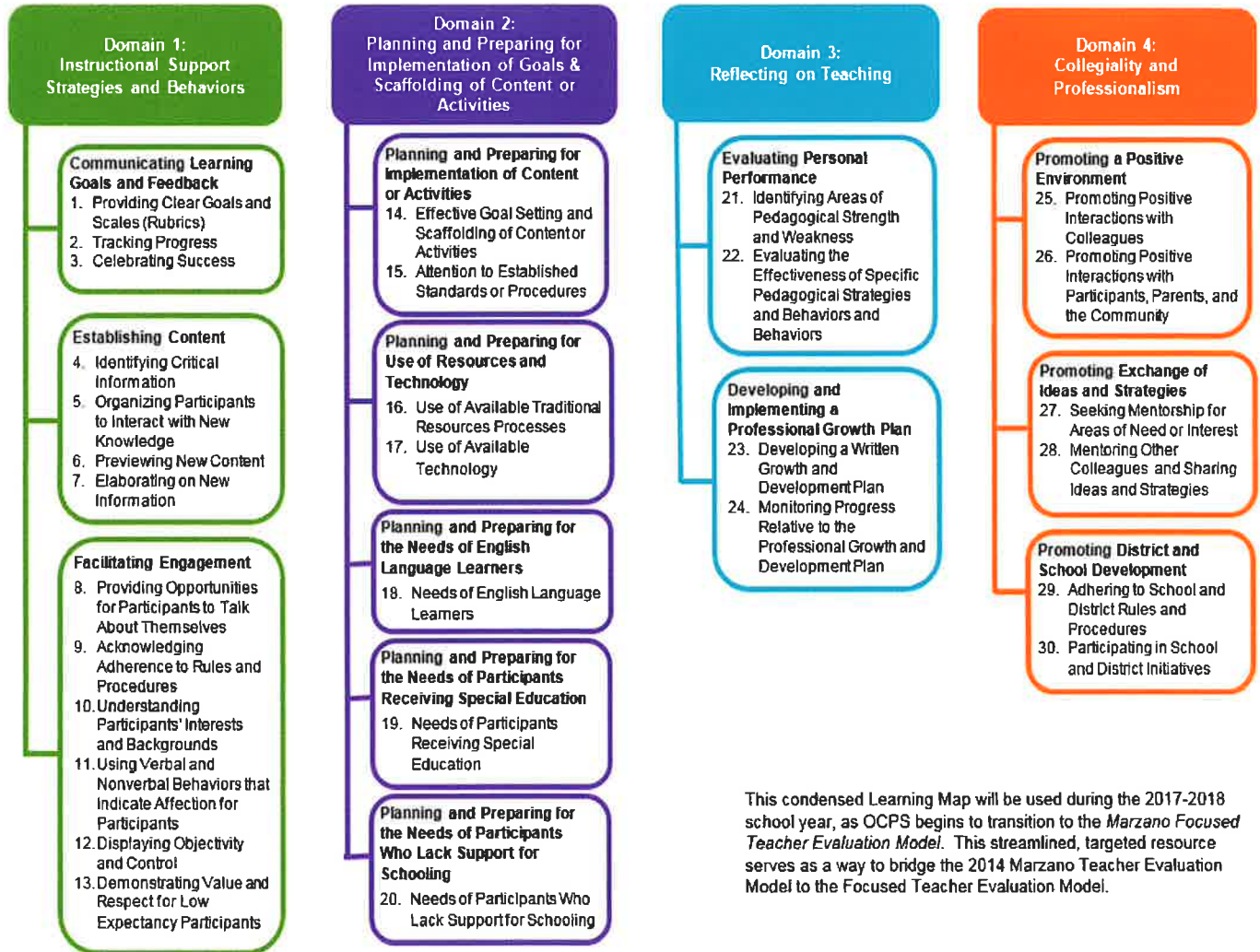## Moving Media Specialists to Non-Classroom Learning Map
August 29, 2023
APPENDIX B
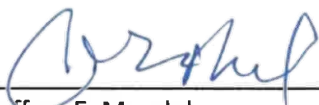
Learning Map for Non-Classroom Personnel

Audiologists, Behavior Specialists, Diagnosticians, **ESOL Compliance, Media Specialists,** Mental Health Counselors, Psychologists, ~~Social Workers, Testing Coordinators, ESOL Compliance~~, **SAFE Coordinators,** School Counselors**, Social Workers, Staffing Specialists,** and ~~SAFE Coordinators~~ **Testing Coordinators**

2017-2018 Streamlined Evaluation Model for Non-Classroom Instructional Personnel *Learning Map*

OCPS   Learning Sciences MARZANO CENTER   LearningSciencesInternational

Domain 1: Instructional Support Strategies and Behaviors

Communicating Learning Goals and Feedback
1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success

Establishing Content
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information

Facilitating Engagement
8. Providing Opportunities for Participants to Talk About Themselves
9. Acknowledging Adherence to Rules and Procedures
10. Understanding Participants' Interests and Backgrounds
11. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
12. Displaying Objectivity and Control
13. Demonstrating Value and Respect for Low Expectancy Participants

Domain 2: Planning and Preparing for Implementation of Goals & Scaffolding of Content or Activities

Planning and Preparing for Implementation of Content or Activities
14. Effective Goal Setting and Scaffolding of Content or Activities
15. Attention to Established Standards or Procedures

Planning and Preparing for Use of Resources and Technology
16. Use of Available Traditional Resources Processes
17. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
18. Needs of English Language Learners

Planning and Preparing for the Needs of Participants Receiving Special Education
19. Needs of Participants Receiving Special Education

Planning and Preparing for the Needs of Participants Who Lack Support for Schooling
20. Needs of Participants Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Evaluating Personal Performance
21. Identifying Areas of Pedagogical Strength and Weakness
22. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors and Behaviors

Developing and Implementing a Professional Growth Plan
23. Developing a Written Growth and Development Plan
24. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment
25. Promoting Positive Interactions with Colleagues
26. Promoting Positive Interactions with Participants, Parents, and the Community

Promoting Exchange of Ideas and Strategies
27. Seeking Mentorship for Areas of Need or Interest
28. Mentoring Other Colleagues and Sharing Ideas and Strategies

Promoting District and School Development
29. Adhering to School and District Rules and Procedures
30. Participating in School and District Initiatives

This condensed Learning Map will be used during the 2017-2018 school year, as OCPS begins to transition to the *Marzano Focused Teacher Evaluation Model*. This streamlined, targeted resource serves as a way to bridge the 2014 Marzano Teacher Evaluation Model to the Focused Teacher Evaluation Model.

For School Board of Orange County, Florida:

Jeffrey E. Mandel
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For Orange County Classroom Teachers Association:

Clinton McCracken
President