

Okeechobee County School Board
Instructional Evaluation Rubric

CLASSROOM MANAGEMENT

1. Establishes and maintains a safe, and organized, physical environment

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Physical environment is unsafe for students and not all spaces are accessible to all students -Arrangement of furniture does not support learning -Physical environment of the room is unsafe and the arrangement gets in the way or distracts from student learning and the purpose of the lesson 	<ul style="list-style-type: none"> -The majority of the physical environment is usually safe, facilitates movement and is accessible to most students -Arrangement of furniture does not support learning for a minority of students -The physical environment is safe but the arrangement neither supports learning nor the purpose of the lesson 	<ul style="list-style-type: none"> -Physical environment is safe, facilitate movement and all learning spaces are accessible to the majority of students -Furniture is arranged to facilitate learning -The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson 	<ul style="list-style-type: none"> -There is 100% access to all learning spaces for all students -Students assume responsibility for ensuring that the physical environment is safe, well-organized, facilitates movement -Teachers ensure furniture is arranged to support learning -The physical environment is safe, and the arrangement supports student learning the purpose of the lesson

2. Manages materials and equipment effectively

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Materials and equipment are disorganized, subjected to abusive use, or not secured -Instructional time is frequently lost due to disorganization of materials and equipment -The resources, materials and technology in the classroom do not relate to the content or current units studied, or are not accessible to all students to support their learning during the lesson 	<ul style="list-style-type: none"> -Materials and equipment are partially organized, but are often unavailable due to not being maintained, or left unsecured -Too much instructional time is lost due to disorganization or lack maintenance of materials and equipment -The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by teacher 	<ul style="list-style-type: none"> -Materials and equipment are organized, properly maintained, and secured -Little or no instructional time is lost due to transitions of materials and/or equipment -The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by teacher to support learning 	<ul style="list-style-type: none"> -Materials and equipment are always well-organized, properly maintained, and secured -Students take responsibility for ensuring organization and distribution -The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by both teacher and student to support learning -Students are familiar and comfortable with using the available resources

3. Uses effective student behavior management techniques			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Rarely monitors student behavior -Utilizes very few effective behavior management techniques, resulting in frequent behavior problems and lack for students and teachers -Rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures -Student behavior does not change or may escalate -Very few or no students follow behavioral expectations and/or directions -Students often respond negatively to their peers' thinking, ideas, or answers 	<ul style="list-style-type: none"> -Sporadically monitors student behavior -Does not consistently apply behavior management techniques, resulting in behavior problems -Responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results -Students are not always held accountable for their behavior -Most students follow behavioral expectations and/or directions -Most students are respectful of each other and their teachers -Students frequently do not listen to peers' thinking, ideas, or answers. 	<ul style="list-style-type: none"> -Consistently monitors student behavior -Appropriate and effective behavior management techniques have been established and are utilized -Responds to student misbehavior by following classroom routines and building discipline procedures -Student misbehavior is rare -Students are respectful of each other and all teachers -Students actively listen and positively respond to their peers' thinking, ideas, or answers. 	<ul style="list-style-type: none"> -Anticipates student behavior and prevents problems from arising - Responds to student misbehavior by following classroom routines and building discipline procedures -Student behavior is appropriate -Students manage themselves, assist each other in managing behavior, or there is no student misbehavior -Students are respectful of each other and all staff -Students assume responsibility for their own and peer conduct -Students demonstrate a sense of ownership of learning expectations by holding each other accountable for staying on task throughout the lesson
4. Demonstrates that classroom routines and procedures are established			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Routines are absent, poorly executed or do not hold students accountable -Students do not execute transitions, routines and procedures in an orderly manner 	<ul style="list-style-type: none"> -Routines are present, but may not result in classroom management behavior -Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher -Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, but they may require some direction from the teacher 	<ul style="list-style-type: none"> -Routines have been taught, are evident, and result in effective behavior management. With prompts, students use these routines during the lesson 	<ul style="list-style-type: none"> -Routines have been explicitly taught, are evident and result in effective behavior -Students independently use the routines during the lesson -Students are held accountable for their work, take ownership for their learning and support the learning of others -Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.

DIRECT INSTRUCTION

5. Engages all students in the work of the lesson from start to finish			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<p>-Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions</p>	<p>-Some students complete instructional tasks, volunteer responses and/or ask appropriate questions</p> <p>-Students are idle while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions</p>	<p>-All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions</p> <p>-Teacher maintains instructional momentum and students are engaged in the work of the lesson from start to finish</p> <p>-Students who finish assigned work early engage in meaningful learning without interrupting other students' learning</p>	<p>-All descriptors for effective are met along with additional descriptions listed below</p> <p>-Meaningful tasks are planned to extend or support the learning for students for whom the planned task is not sufficient</p>
6. Ensures all students are working with content aligned to the appropriate standards for their subject and grade			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<p>-The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill</p> <p>-Instructional materials rarely or never align with the purpose of the unit and lesson</p> <p>-Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text)</p>	<p>-The lesson is based on grade level standards and the learning target(s) align to the student. The lesson is occasionally linked to broader purpose or a transferable skill</p> <p>-Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text)</p>	<p>-The lesson is based on grade level standards and the learning target(s) align to the standard</p> <p>-The lesson is frequently linked to broader purpose or a transferable skill</p> <p>-Most instructional materials and tasks align with the purpose of the unit and lesson</p> <p>-Materials and tasks frequently align with student's level of challenge</p> <p>-Students make connections between what they are learning and other content across disciplines</p>	<p>-The lesson is consistently linked to broader purposes or a transferable skill</p> <p>-Materials and tasks consistently align with student's level of challenge</p> <p>-Students independently connect lesson content to real-world situations</p> <p>-All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text)</p>

7. Organizes instruction so that students are carrying the cognitive load in the classroom			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking -Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work -Very few or no students provide meaningful oral or written evidence to support their thinking -No students or very few students try hard to complete challenging academic work or answer questions -No instructional shifts are included in the lesson 	<ul style="list-style-type: none"> -Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher -Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work -Some students provide meaningful oral or written evidence to support their thinking -Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback -Some students try hard to complete challenging academic work and answer questions -An attempt to implement at least one instructional shift is made during the lesson 	<ul style="list-style-type: none"> -Teacher provides opportunities and strategies for students to take ownership of their learning -Some locus of control is with students in ways that support students' learning -Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own -Most students provide meaningful oral or written evidence to support their thinking -Students respond to and build on their peers' thinking, ideas or answers -Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response -Most students consistently try hard to complete academic work and answer questions, even if the work is challenging -At least one instructional shift is included in the lesson that is relevant to the lesson and is fully implemented. 	<ul style="list-style-type: none"> -Teacher consistently provides opportunities for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning -Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Students expect to be self-reliant -Students synthesize diverse perspective or points of view during the lesson -Students independently show enthusiasm and interest in taking on advanced or more challenging content -All appropriate shifts are fully implemented into each lesson

8. Ensures that all students demonstrate that they are learning			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals -Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language -Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals -Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals -Fails to provide differentiated instruction for students with special needs -Displays little knowledge of student needs 	<ul style="list-style-type: none"> -Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals -Students have few opportunities to express learning through academic writing and/or explanations using academic language -Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses -Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals -Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals -Students have some opportunities to express learning through academic writing and/or explanations using academic language -Inconsistently accommodates students with special needs -Infrequently seeks alternative accommodations -May miss opportunities to differentiate instruction 	<ul style="list-style-type: none"> -Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. -Students have extensive opportunities to express learning through academic writing and/or explanations using academic language -All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses -Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals -Makes appropriate accommodations for all students so that they can be engaged in the content of all lessons 	<ul style="list-style-type: none"> -Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. -Students monitor their own progress, identify their own errors and seek additional opportunities for practice -Provides individualized supports and modifications for ELL and ESE students in order to maximize learning opportunities -Students assume responsibility for facilitating each other's learning

9. Adjusts instruction for all students, including students with disabilities and students who have limited English proficiency			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Teacher rarely or never uses strategies that differentiate for individual learning strengths and needs -Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language 	<ul style="list-style-type: none"> -Teacher occasionally uses strategies that differentiate for individual learning strengths and needs -Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experience, culture and language 	<ul style="list-style-type: none"> -Teacher frequently uses strategies that differentiate for individual learning strengths and needs -Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students 	<ul style="list-style-type: none"> -Teacher consistently uses strategies that differentiate for individual learning and strengths and needs -Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students
10. Uses a range of questioning and discussion techniques to promote higher level thinking aligned to curriculum standards			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Fails to use a variety of questioning techniques appropriately -Fails to use higher order questions in the proper context -The majority of questions require single word response 	<ul style="list-style-type: none"> -Uses a limited variety of question types and responses -Most questions require limited responses based on recall of knowledge -A few students respond to all questions and/or dominate discussion -Lack of wait time hinders some students from participating 	<ul style="list-style-type: none"> -Consistently poses questions that require a variety of responses appropriate to the subject and class level -Effectively engages most students in discussions requiring reasoning and explanation supported by teacher intervention -Wait time is sufficient to allow all students to participate 	<ul style="list-style-type: none"> -Selects questioning and discussion strategies that engage all students in asking and answering higher order questions related to appropriate standards without teacher intervention -Students assume responsibility for promoting in depth discussion and the use of higher order thinking -Teacher supports students through wait time and scaffolding and does not allow students to “opt out” when asked to participate.
11. Monitors learning activities providing feedback and reinforcement to students			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Sporadically monitors student learning -Provides poor quality or late feedback -Students receive only numerical or letter grades 	<ul style="list-style-type: none"> -Understands the importance of feedback but fails to consistently provide high quality feedback in a timely manner -Written comments are mostly descriptive 	<ul style="list-style-type: none"> -Provides students with timely and consistent feedback leading to improvement in learning -Grading practices focus on next steps for student learning 	<ul style="list-style-type: none"> -Feedback is consistently provided in a timely manner and is of high quality -Students assume responsibility monitoring and analyzing their own progress

ASSESSMENT/EVALUATION			
12. Checks for understanding throughout the lesson using informal deliberate methods (such as questioning or short tasks)			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons -Teacher rarely or never uses an observable system and/or routines for recording formative assessment data -Teacher rarely or never provides formative assessment opportunities during the lesson 	<ul style="list-style-type: none"> -Teacher uses formative assessment data to modify future lessons -Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes -Teacher only provides formative assessment opportunities to determine students' understanding of directions and task 	<ul style="list-style-type: none"> -Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning target -Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes -Teacher provides formative assessment opportunities that align with the learning target(s) 	<ul style="list-style-type: none"> -Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students -Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes -Teacher provides a variety of strategies for formative assessment that align with the learning target(s)
13. Interprets data including but not limited to standardized and other test results for diagnosis, instructional planning, and program evaluation			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Does not check for understanding or for diagnostic information during the course of a lesson or unit of study 	<ul style="list-style-type: none"> -Limited use of diagnostic measures to plan lessons -Occasionally checks students' knowledge and understanding prior to commencing instruction -Limited utilization of ongoing diagnostic strategies to inform lesson design during the course of study 	<ul style="list-style-type: none"> -Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs -Uses data from ongoing diagnostic measures to more clearly align lesson design for groups of students based on their needs 	<ul style="list-style-type: none"> -Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly -Uses data from diagnostic measures to plan for ways to meet individual needs -Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly -Students assume responsibility for evaluating their progress -Uses multiple data sources to inform instruction

14. Provides students with recognition of their current status and their knowledge gain relative to the learning goal			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Permits students to move along in the instructional process without checking for understanding or referencing their learning -Students rarely or never use assessment data to assess their own learning 	<ul style="list-style-type: none"> -Encourages students to do their best and check their work prior to grading -Students occasionally use assessment data to assess their own learning, determine learning goals and monitor progress over time 	<ul style="list-style-type: none"> -Models the goal setting process by sharing goals, strategies and monitoring system with students -Asks students to develop individual goals and monitor their plans so they are knowledgeable about their progress -Generalized follow-up directed at the needs of the majority of the students -Students frequently use informal assessment data to assess their own learning goals and monitor progress over time 	<ul style="list-style-type: none"> -Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students -Follow-up conversations with students and among students is specific and detailed -Students embrace goal setting and develop strategies and monitoring system for holding themselves accountable for continuous improvement -Students consistently use assessment data to assess their own learning, determine learning goals and monitor progress over time
TECHNOLOGY			
15. Explores and implements innovative ways to incorporate existing technologies to increase active participation by students and enhance student achievement			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Fails to use appropriate technology in the instructional process -Fails to provide students with opportunities to use technology -Does not plan for student use of technology -Does not allow students access to technology in the classroom 	<ul style="list-style-type: none"> -Makes occasional use of technology to engage students in the learning process -Recognizes that students like to use technology and occasionally integrates technology into the learning process -Rarely plans for student use of technology -Little evidence of student use of technology in the class 	<ul style="list-style-type: none"> -Plans lessons that are interesting and challenging by incorporating technology -Realizes that technology use will increase student interest -Uses technology to increase the use of higher level thinking skills -Promotes 21st Century skills through the appropriate use of technology -Teaches research strategies appropriate for grade level and subject -Provides time and/or opportunity to share research -Maximizes technology resources 	<ul style="list-style-type: none"> -Seeks out and envisions creative ways for using technology to deliver content -Uses technology to design lessons that are rigorous and relevant -Technology use is seamless in lesson design, delivery, and student use -Students assume responsibility for utilizing technology to support their own learning, gathering and sharing of research, are seamlessly integrated into lessons -Students assume responsibility for maximizing the opportunities provided for them to fully integrate the use of technologies in their learning process -Creates ways for students to become authentically engaged in the learning process through the use of technology

PLANNING/PREPARATION

16. Plans lessons that reflect the full intent of the standard(s) or parts thereof

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Has examined district and state content standards but the standards are not a part of the long range or daily planning process -Lesson plans are incongruent with state standards -Relies solely on textbook organization to plan and prepare for the lesson 	<ul style="list-style-type: none"> -Has some understanding of the district and state content standards and sometimes addresses them in lesson plans -Learning outcomes are sometimes displayed so students can make the connection 	<ul style="list-style-type: none"> -Utilizes district and state content standards to develop long range plans -Revisits long range plans as the year progresses -Plans lessons that address each state standard -Goals and objectives are aligned with the district and state content standards -Learning outcomes are clearly and specifically articulated so students understand the plan, the reason for the activities, and the method of assessment 	<ul style="list-style-type: none"> -Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year -Continually revisits long range plans, sharing findings and drawing conclusions with colleagues -Plans lessons that address all state standards and assists colleagues with planning and design -Selects goals and objectives based on content standards and needs of individual students -Clearly articulates how learning outcomes are aligned with goals, objectives, and content standards -Students assume responsibility for their ability to understand the learning goals

17. Uses Multi-Tiered Support System (MTSS/RTI) Plans, Individual Education Plans (IEP), Limited English Proficiency (LEP) Plans, and 504 Plans goals as a basis for planning differentiated instruction

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Does not differentiate instruction to meet the goals of the MTSS, IEP, LEP, or 504 Plans 	<ul style="list-style-type: none"> -Identifies the needs of students (MTSS, IEP, LEP, or 504) but lesson plans only minimally address those needs 	<ul style="list-style-type: none"> -Instructional plans explicitly address the needs and goals of students with MTSS, IEP, LEP, 504 plans, EP, and Acceleration -Differentiated instruction is addressed in lesson plans 	<ul style="list-style-type: none"> -Individualizes instruction for students with MTSS, IEP, LEP, or 504 plans - Ensures that individual allowable accommodations and interventions are provided for eligible students -Students assume responsibility for maximizing the range of learning opportunities provided that are matched to their individual needs

18 Plans tasks that are aligned to the full intent of the grade-level content standard(s)			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Very few or no tasks are aligned to the grade-level content standards -Very few or no shifts are addressed in planned tasks 	<ul style="list-style-type: none"> -Most tasks are aligned to the grade-level content standards -Some shifts are addressed in planned tasks 	<ul style="list-style-type: none"> -All or almost all tasks are aligned to the grade-level content standards -Most shifts are addressed in planned tasks 	<ul style="list-style-type: none"> -All tasks are planned to the full intent and depth of the grade-level content standards -All shifts are addressed in the planned tasks
19. Develops lesson and unit plans that demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, instructional shifts, and organizes strategies and activities in an appropriate sequence			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Has little knowledge of subject area -Uses inappropriate instructional strategies for the discipline -The lesson is rarely or never linked to previous and future lessons 	<ul style="list-style-type: none"> -Plans identify some important concepts but do not reflect relationships between them -Some instructional strategies are appropriate to the discipline -The lesson is sometimes linked to previous and future lessons 	<ul style="list-style-type: none"> -Identifies important concepts and their relationship to one another -Instructional strategies are appropriate for the content -The lesson is clearly linked to previous and future lessons -Lessons build on each other in a logical progression 	<ul style="list-style-type: none"> -Plans reflect relationships between important concepts -Potential student areas of misunderstanding are addressed -Plans reflect current pedagogy -The lesson is clearly linked to previous and future lessons -Lessons build on each other in ways that enhance student learning -Students understand how the lesson relates to previous lesson
PROFESSIONAL LEARNING			
20. Engages in continuing improvement of professional skills and knowledge			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Attends collaborative meetings but rarely contributes -Sees little value in collaboration 	<ul style="list-style-type: none"> -Attends collaborative meetings as required -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues 	<ul style="list-style-type: none"> -Collaborates with colleagues to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work -Actively participates in Professional Learning Community meetings or the equivalent 	<ul style="list-style-type: none"> -Collaborates with colleagues to review student work, design lessons or share curriculum information -Regularly meets, and often leads colleagues in the review of data for planning purposes -Often leads and shares pertinent information at Professional Learning Community meetings or the equivalent -Expresses willingness to model techniques and strategies for colleagues

21. Identifies an indicator within Domain 1 annually to focus on for professional development and improvement			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Fails to write goals as required	-Does not collaborate with others to write goals. -Does not monitor evidence of progress toward attainment of the goal until the end of the semester/year	-Meets with colleagues to get input, develop strategies and to write an improvement plan -Aligns learning opportunities to focus on selected goals	-Seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes -Routinely monitors strategies to assure that progress is being made toward goal attainment -Gathers data and shares findings with colleagues
COLLABORATION			
22. Collaborates with peers and other professionals to enhance student learning			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning -Maintains minimal student records -Rarely communicates student progress information to relevant individuals within the school community	-Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning - Provides minimal contributions -Communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only)	-Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning -Contributes to collaborative work -Communicates student progress information to relevant individuals within the school community in a timely way	-Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student and teacher learning -Occasionally leads collaborative work -Communicates student progress information to relevant individuals within the school community in a timely way, accurately, and in an organized manner, including both successes and challenges

23. Establishes and maintains a positive collaborative relationship with the students' families to increase student achievement and provides accurate, timely academic and behavioral information to parents and students			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Makes parents feel unwelcome at school -Rarely or never communicates in any manner with parents and guardians about student progress 	<ul style="list-style-type: none"> -Occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders 	<ul style="list-style-type: none"> -Attempts communicating with all parents and guardians about goals of instruction and student progress and uses multiple tools to communicate in a timely and positive manner -Effectively engages in two-way forms of communication and is responsive to parent and guardian insights 	<ul style="list-style-type: none"> -Communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner -Considers the language needs of parents and guardians
PROFESSIONAL RESPONSIBILITIES			
24. Acts in a professional and ethical manner and adheres at all times to the Code of Ethics of the Education Profession in Florida and Principles of Professional Conduct for the Education Profession in Florida			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional 	<ul style="list-style-type: none"> -Teacher's professional role toward adults and students is generally friendly, ethical, and professional and supports learning for some students 	<ul style="list-style-type: none"> -Teacher's professional role toward adults and students is friendly, ethical, and professional and supports learning for all students 	<ul style="list-style-type: none"> -Teacher's professional role toward historically underserved students is friendly, ethical, and professional and supports learning -Teacher advocates for fair and equitable practices for all students
25. Complies with instructional and administrative policies, procedures and programs.			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Rarely complies with policies, procedure, and programs at the school and district level -Rarely maintains appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s) 	<ul style="list-style-type: none"> -Occasionally complies with policies, procedures, and programs at the school and district level -Occasionally maintains appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s) 	<ul style="list-style-type: none"> -Complies with policies, procedures, and programs at the school and district level -Complies with and maintains appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s) 	<ul style="list-style-type: none"> -Is a role model to colleagues in compliance with policies, procedures, and programs at the school and district level -Is a resource for other teachers in how to maintain appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s)

26. Exercises appropriate professional judgment			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Acts in an unethical or ethically questionable manner -Uses poor judgment and cannot be trusted to be honest 	<ul style="list-style-type: none"> -Sometimes uses questionable judgment and is less than completely honest and direct 	<ul style="list-style-type: none"> -Is ethical and honest and uses good judgment 	<ul style="list-style-type: none"> -Is ethical and honest and uses impeccable judgment
27. Supports school improvement initiatives			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
<ul style="list-style-type: none"> -Teacher is unaware of or does not support school, district, or state initiatives relative to their job assignment -Teacher violates a district policy or rarely or never follows district curriculum/pacing guide. 	<ul style="list-style-type: none"> -Teacher supports and has a basic understanding of school, district, and state initiatives -Teacher does not follow district policies and curriculum/pacing guide 	<ul style="list-style-type: none"> -Teacher supports and has solid understanding of school, district, and state initiatives -Teacher follows district policies and implements district curricula and policy -Teacher makes pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum 	<ul style="list-style-type: none"> -Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district, and state initiatives -Teacher develops curricula and works to develop policy as a part of a committee or team -Teacher makes pacing adjustments as appropriate to meet whole group and individual needs, without compromising an aligned curriculum