

**Appendix E**  
**Teacher Evaluation Instrument**  
**Performance Responsibilities and Rubrics**

**PLANNING/PREPARATION**

1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate lesson design questions.
2. Define learning goals with rubrics and objectives for unit and daily plans.
3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.
5. Review plans based on student needs.
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state standards.
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Pedagogy</b> (Correlates with Domain Indicators 2, 3, 4)	<ul style="list-style-type: none"> <li>– Highly qualified, confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create lessons that are rigorous and relevant.</li> <li>– Clearly articulates how learning outcomes are aligned with goals, objectives and content consistently.</li> </ul>	<ul style="list-style-type: none"> <li>– Effective in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Learning outcomes are clearly and specifically articulated so students understand the plan and the reasons for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Is not highly qualified in assigned content area.</li> <li>– Strategies and activities do not align with content or engage students routinely.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the lesson.</li> <li>– Learning outcomes are not displayed.</li> <li>– Strategies and content are not evident.</li> </ul>
<b>Organization</b> (Correlates with Domain Indicator 1)	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>– District and state content standards are not evident in long range or daily planning process.</li> </ul>

<p><b>Engagement</b> (Correlates with Domain Indicators 6, 7, 9)</p>	<ul style="list-style-type: none"> <li>- Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process.</li> <li>- Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands how students learn and plans for the use of a variety of instructional strategies.</li> <li>- Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not understand how students learn and pays little attention to active involvement by all students during the learning process. Plans do not reflect understanding of the learning process.</li> </ul>
<p><b>Assessments</b> (Correlates with Domain Indicator 5)</p>	<ul style="list-style-type: none"> <li>- Utilizes diagnostic and summative assessments and a variety of assessments strategies to gather data to assist with decision making during planning.</li> <li>- Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>- Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Diagnostic and summative assessments and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>- A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning outcomes are seldom assessed except for standardized tests.</li> <li>- Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>
<p><b>Quality</b> (Correlates with Domain Indicator 8)</p>	<ul style="list-style-type: none"> <li>-Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>-Develops plans that are rigorous and demanding in content and involvement.</li> <li>-Makes connection to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Plans lessons that address each state standard.</li> <li>-Finds ways for students to see relevance in what they are studying.</li> <li>-Plans lessons that require the use of higher level thinking skills.</li> <li>-Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Has read the state standards but relies on other sources, like text books or previous plans for developing lesson plans.</li> <li>-Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans are incongruent with the state standards.</li> <li>-Plans deal with interaction of lower levels of knowledge.</li> </ul>

## CLASSROOM MANAGEMENT

10. Establish and maintain a positive, organized, and safe learning environment.
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
12. Maintain academic focus by using a variety of motivational techniques.
13. Establish and use behavior management techniques which are appropriate and effective.
14. Establish routines and procedures and work with students on consistently following them.
15. Create a learning climate that is challenging yet non-threatening.
16. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
17. Establish and maintain effective and efficient record keeping procedures.
18. Develop routines and efficient techniques for managing time effectively.
19. Manage materials and equipment effectively.
20. Assist in enforcement of school rules, administrative regulations, and Board policy.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b> (Correlates with Domain Indicators 10, 15)	– Establish a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b> (Correlates with Domain Indicators 11, 12)	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. – Not all students are engaged in the learning process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the learning process.
<b>Efficiency/Time Management</b> (Correlates with Domain Indicators 14, 16, 17, 18, 19)	– Maximizes instructional time and minimizes interruptions by implementing classroom routines that are followed effortlessly by all students. – Transitions are smooth with students assuming responsibility; no instructional time is lost.	– Establishes and posts routines but students require prompting to follow them. – Transitions are smooth; little instructional time is lost.	– Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time. – Smooth transitions do not always occur, resulting in a loss of instructional time.	– Has not established routines and instructional time is frequently lost for routine tasks and interruptions. – Transitions result in lost instructional time and behavior problems.
<b>Behavior Management</b> (Correlates with Domain Indicators 13, 20)	– Anticipates student behavior and prevents problem. – A wide variety of appropriate and effective behavior management techniques have been established and utilized. – School rules, administrative regulations and Board policies are followed and enforced on a daily basis.	– Consistently monitors student behavior. – Appropriate and effective behavior management techniques have been established and utilized. – Administrative regulations and Board policies are followed and enforced.	– Sporadically monitors student behavior. – Behavior management techniques are not consistently applied, resulting in behavior problems. – Administrative regulations and Board policies are not consistently followed or enforced.	– Rarely monitors student behavior. – Very few effective behavior management techniques are utilized, resulting in frequent behavior problems. – School and district rules and policies are not followed.

<p><b>Expectations</b> (Correlates with Domain Indicator 15)</p>	<p>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</p>	<p>– Clearly communicates high expectations for student behavior to all students.</p>	<p>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</p>	<p>– Has not established or communicated standards of conduct for students.</p>
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## ASSESSMENT/EVALUATION

21. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.
22. Develop and/or use diagnostic assessments prior to instruction.
23. Use on-going assessments to monitor learning and adjust instruction.
24. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.
25. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.
26. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.
27. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance.
28. Evaluate the effectiveness of instructional units and teaching strategies.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Protocol</b> (Correlates with Domain Indicator 21)	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b> (Correlates with Domain Indicators 22)	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins instruction with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>
<b>Analysis</b> (Correlates with Domain Indicator 23, 28)	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data, instructional planning and teaching strategies, but has done little to initiate own instructional planning or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own instructional planning, teaching strategies or program evaluation.</li> </ul>

<p><b>Understanding</b> (Correlates with Domain Indicators 24, 25)</p>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the lesson and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand the lesson, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<p><b>Communication</b> (Correlates with Domain Indicator 26)</p>	<ul style="list-style-type: none"> <li>– Frequently executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues frequently and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Regularly articulates academic progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Infrequently articulates academic progress to individual students, their parents, and appropriate colleagues.</li> <li>– Provides academic data to students and asks them to take it home to their parents.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not attempt to provide academic data or communicate with parents.</li> </ul>
<p><b>Responsibility</b> (Correlates with Domain Indicator 27)</p>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the instructional process regardless.</li> </ul>

## STUDENT INSTRUCTIONAL ENGAGEMENT

29. Demonstrate knowledge and understanding of curriculum content.
30. Communicate high expectations for learning for all students.
31. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
32. Monitor learning activities, providing feedback and reinforcement to students.
33. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
34. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
35. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.
36. Assist students in accessing, interpreting, and evaluating information from multiple sources.
37. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
38. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
39. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.
40. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
41. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b> (Correlates with Domain Indicators 30, 31)	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students’ goals, objectives or outcomes. Students are unclear as to the purposes of the lesson.
<b>Knowledge of Content</b> (Correlates with Domain Indicators 29, 31, 33, 34, 36, 37, 38)	– Displays extensive content knowledge with evidence of the most current information in the content area. – Fully explains concepts and connects content to other areas, student experiences or to current events. – Sparks student excitement and interest in the content.	– Demonstrates content knowledge and delivers content that is factually correct. – Content is clear and well-organized and key points or main ideas are emphasized. – Connects the content to other parts of the discipline or other disciplines.	– Has gaps in content knowledge. – Content is factually correct but explanations lack clarity and content is not well organized. – Does not emphasize key points or make connections parts of the discipline or with other disciplines.	– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.

<p><b>Expectations</b> (Correlates with Domain Indicators 30, 32, 33, 37, 39, 40)</p>	<ul style="list-style-type: none"> <li>- Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> <li>- Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom.</li> <li>- Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts individual student needs.</li> <li>- Students may occasionally spend time off-task or give up when the work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not establish or communicate high expectations for learning and achievement.</li> <li>- There is no evidence of adjusting and adapting instruction to meet individual needs.</li> <li>- Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>
<p><b>Instructional Strategies</b> (Correlates with Domain Indicators 31, 33, 34, 35, 36, 37)</p>	<ul style="list-style-type: none"> <li>- Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>- Consistently utilizes current research and new and innovative instructional materials.</li> <li>- Seeks out and integrates technology to maximize student learning.</li> <li>- Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>- All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>- Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>- Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>- Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>- Most students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>- Understands the importance of technology but rarely incorporate it into lessons effectively.</li> <li>- Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> <li>- Students are compliant with learning tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses only one or two teaching strategies or types of material and fails to reach most students.</li> <li>- Does not incorporate technology into lessons.</li> <li>- Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
<p><b>Monitoring and Feedback</b> (Correlates Indicators 32, 37)</p>	<ul style="list-style-type: none"> <li>- Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>- Feedback is specific and consistently provided in a timely manner.</li> <li>- Creates opportunities for learners to monitor and analyze their own progress.</li> <li>- Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Utilizes standardized formative and summative assessments instruments to assess student understanding and mastery of content.</li> <li>- Provide learners timely and consistent feedback.</li> <li>- Creates few opportunities for students to monitor their progress.</li> <li>- Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>- Understands the importance of feedback but fails to consistently provide it in a timely manner.</li> <li>- Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>- Sporadically monitors student learning. Provides untimely feedback.</li> <li>- There is no evidence that instructional strategies are adjusted or modified for individual students or the class.</li> <li>- Students are not given the opportunity to monitor their progress.</li> </ul>

<p><b>Individual Student Needs</b> (Correlates with Domain Indicators 33, 35, 38)</p>	<ul style="list-style-type: none"> <li>- Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding instruction.</li> <li>- Displays knowledge of the learning needs and accommodates for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>- Makes appropriate accommodations for most students including those with special needs so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>- Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>- May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to provide differentiated instruction for students with special needs.</li> <li>- Displays little knowledge of student needs.</li> </ul>
<p><b>Intervention</b> (Correlates with Domain Indicators 41)</p>	<ul style="list-style-type: none"> <li>- Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>- Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>- Acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>- Fails to report signs of distress or abuse consistently in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>- Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>- Does not report signs of distress or abuse as required.</li> </ul>

## TECHNOLOGY

42. Use appropriate technology in instructional delivery.  
 43. Use technology to establish an atmosphere of active learning.  
 44. Provide students with opportunities to use technology to gather and share information with others.  
 45. Facilitate student access to the use of electronic resources.  
 46. Use technology to review student assessment data.  
 47. Use technology for administrative tasks.

<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b> (Correlates with Domain Indicators 42, 47)	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content in a variety of ways.</li> <li>– Frequently uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Frequently uses technology to design lessons that are rigorous and relevant.</li> <li>– Frequently uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest and desire for learning.</li> <li>– Uses technology to increase higher level thinking skills.</li> <li>– Technology use is often seamless in lesson design.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> <li>– Technology use is occasionally seamless in lesson design.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in blank type answers from an overhead projector or projection system.</li> <li>– Technology use is rarely seamless in lesson design.</li> </ul>
<b>Engagement</b> (Correlates with Domain Indicators 43, 44, 45)	<ul style="list-style-type: none"> <li>– Seeks out ways for students to use their own or school owned technologies (smart phones, iPads/tablets and others.) in the learning process.</li> <li>– Collaborated with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>– Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>– Realizes that students need to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore available technology.</li> <li>– Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>

**TECHNOLOGY (Continued)**

<b>Data Analysis</b> (Correlates with Domain Indicator 46)	<ul style="list-style-type: none"><li>- Uses technology to gather, analyze and make sense of data.</li><li>- Meets with colleagues to address concerns, look for trends and to celebrate successes.</li><li>- Utilizes data when making instructional decisions that address individual student needs.</li><li>- Utilize data to make instructional decisions and inform parents regarding student progress.</li></ul>	<ul style="list-style-type: none"><li>- Uses technology to record, analyze and review student assessment data.</li><li>- Shares data analysis with students, their parents and colleagues.</li></ul>	<ul style="list-style-type: none"><li>- Records and reviews data, and uses data for planning purposes.</li><li>- Looks at whole class data and seldom applies data to the individual student.</li></ul>	<ul style="list-style-type: none"><li>- Rarely records data as required.</li></ul>
<b>Record Keeping and Communication</b> (Correlates with Domain Indicator 47)	<ul style="list-style-type: none"><li>- Efficiently and effectively uses technology for communication within the school, between school and beyond.</li><li>- Uses technology to create avenues for parental involvement in the learning process.</li><li>- Maintains accurate and timely records, assisting others with proven record keeping strategies.</li></ul>	<ul style="list-style-type: none"><li>- Communicates in a timely manner and effective manner with colleagues.</li><li>- Collaborates with others to solve problems.</li><li>- Fulfills all administrative record keeping requirements in a timely and accurate manner.</li></ul>	<ul style="list-style-type: none"><li>- Is beginning to use technology as a tool for some administrative tasks.</li><li>- Occasionally uses the computer for communication.</li><li>- Occasionally fails to complete reports on time or accurately.</li></ul>	<ul style="list-style-type: none"><li>- Finds the use of technology a burden.</li><li>- Frequently fails to complete reports on time or accurately.</li></ul>

## COLLABORATION

48. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.  
 49. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.  
 50. Provide accurate and timely information to parents and students about academic and behavioral performance of students.  
 51. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.  
 52. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b> (Correlates with Domain Indicators 48, 49, 50, 52)	<ul style="list-style-type: none"> <li>- Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>- Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>- Provides frequent information to parents about the instructional program and their student's progress. Students' participation in preparing materials for their families.</li> <li>- Written and oral communications contain no errors and contain relevant student information.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>- Works collaboratively with parents to improve student performance and/or behavior.</li> <li>- Provides frequent information to parents about the instructional program and their student's progress.</li> <li>- Returns parent phone calls and emails promptly and provides opportunities for families to be involved.</li> <li>- Written and oral communication is always informative.</li> </ul>	<ul style="list-style-type: none"> <li>- Communications to parents are sporadic and inconsistent.</li> <li>- Works collaboratively with parents only when directed to do so.</li> <li>- Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>- Is slow to respond to parent concerns.</li> <li>- Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>- Fails to return parent phone calls or work collaboratively with parents.</li> <li>- Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b> (Correlates with Domain Indicators 48, 49)	<ul style="list-style-type: none"> <li>- Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>- Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>
<b>Teamwork</b> (Correlates with Domain Indicator 51)	<ul style="list-style-type: none"> <li>- Continually provides leadership in the development of and/or implementation of standards.</li> <li>- Initiates the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes participation in team planning to implement state/district standards.</li> <li>- Participation in the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>- Occasionally participates in team meetings and planning sessions.</li> <li>- Occasionally shares ideas or resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>- Rarely participates in team meetings or planning sessions.</li> <li>- Rarely provides almost no ideas or resources for team members.</li> </ul>

## PROFESSIONAL LEARNING

53. Engage in continuing improvement of professional knowledge and skills, instructional methodology, learning theory, curriculum and content.
54. Assist others in acquiring new knowledge and understanding.
55. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
56. Participate in school data collection of teacher input on principal's performance assessment program.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Collaboration</b> (Correlates to Domain Indicators 53)	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss lesson design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Rarely shares student's data, discusses lessons or data.</li> </ul>
<b>Leadership Contributions</b> (Correlates to Domain Indicators 54, 56)	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective teacher.</li> <li>– Represents the faculty/team at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty/team.</li> </ul>	<ul style="list-style-type: none"> <li>– Assists colleagues in acquiring new knowledge/ understanding collecting school data..</li> <li>– Serves on committees/teams and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self-Assessment</b> (Correlates to Domain Indicator 55)	<ul style="list-style-type: none"> <li>– Conducts self-assessment, seeks input from colleagues and writes a detailed improvement plan (Individual Professional Development Plan) that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gather data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self-assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self-assessment.</li> <li>– Writes personal goals that focus on improving teaching.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self-assessment or to write goals as required.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES

57. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
58. Demonstrate attention to punctuality, attendance, records, and reports.
59. Maintain confidentiality of student and other professional information.
60. Comply with policies, procedures, and programs.
61. Support school improvement initiatives by active participation in school activities, services, and programs.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b> (Correlates with Domain Indicators 58, 60)	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete paperwork, duties and assignments. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b> (Correlates with Domain Indicators 57, 59)	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self-interests.</li> </ul>
<b>Contributions</b> (Correlates with Domain Indicator 61)	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is a contributing member of teacher teams/ committees.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on a committee or attends school activities..</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its missions.</li> <li>– Actions are inconsistent with the school’s school improvement plan or the school’s missions.</li> </ul>