

Teacher Evaluation Proficiency Rubrics ⁵

Domain A: Instructional Design & Lesson Planning⁶

A-1. Lessons, linked to course requirements, as stated in course descriptions, reflect effective scaffolding within lessons, units and established state-adopted content standard.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses content standards and course requirements to develop short/long range plans that reflect effective scaffolding. Shares plans and findings with colleagues. Initiates collaboration for planning with other teachers.	Uses content standards and course requirements to develop short/long range plans that reflect effective scaffolding.	Has some understanding of content standards and course requirements and occasionally addresses them.	Has looked at the content standards but does not use them as part of planning.

A-2. Lesson design and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organized strategies and activities that enhance the application of critical, creative and evaluative thinking capabilities.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Lessons are consistently designed to engage students in deepening content knowledge as specified in course standards. Teacher routinely seeks out appropriate and aligned research-based strategies and techniques to build capacity for critical and evaluative thinking. Lesson design gives evidence of innovative use of instructional materials, integration of technology, student ownership of learning, and high quality problem solving activities.	Lessons are designed to engage students in deepening understanding of the content as specified in the course standards. Lessons make use of research-based strategies and encourage critical, creative, and evaluative thinking capabilities. Problem solving is evident in activities, and student use of technology is integrated in some lessons.	Lesson design inconsistently attempts to enhance students in critical and evaluative thinking. Problem solving is seldom evident in lessons, and the integration of technology is largely teacher oriented.	Lesson design is lacking in the use of appropriate techniques and research-based strategies. Little or no evidence of strategies to enhance students' critical and evaluative thinking capabilities.

⁶ Standards-Driven Unit Planning, Essential Questions, Assessment Prompts, Launch and activating strategies, differentiated assignments, student learning maps, acquisition lesson plan and extending thinking lesson plan, culminating activity, rubrics.

A-3. Lessons, linked to course requirements, as stated in course descriptions, are developed in a multi-tiered approach to include learning goals, student tracking and adjustments based on student progress.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Lesson plans consistently reflect revisions based on diagnostic, summative and student self-assessments. Learning goals are aligned, student progress is tracked and appropriate adjustments are made.	Lesson plans are written to reflect specific needs of student groups based on diagnostic and summative assessments.	Lesson plans are written and followed with occasional differentiation based on student needs and outcomes.	Lesson plans reflect no attention to student needs or outcomes.

A-4. Uses appropriate and available technology and traditional resources in instructional delivery to establish an atmosphere of learning.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Utilizes all available technologies and traditional resources to deliver instruction that supports student learning and shares these techniques with other teachers. Students are actively engaged with relevant and appropriate technology.	Some technology is used consistently in instruction. Most students are actively engaged and are comfortable with the use of relevant and appropriate technology.	Is beginning to explore the occasional use of technology to engage students in the learning process.	No evidence of any use of technology in instruction. May use it minimally for clerical tasks and required assessments.

A-5. Plans and prepares for special needs of students including ELL, ESE and students who lack support for schooling.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
The teacher actively seeks knowledge of students' background, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and applies this knowledge for individual students.	The teacher actively seeks knowledge of students' background, cultures, skills, language proficiency, interests, and special needs, and applies this knowledge for groups of students.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interest and special needs and applies this knowledge for the class as a whole.	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.

A-6. Evaluates the effectiveness of individual lessons, unit, specific pedagogical strategies and behaviors.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently self reflects on	Teacher welcomes feedback from	Teacher participates in professional	Teacher resists feedback on teaching

<p>performance, considering the impact of instructional actions and strategies on student behavior and achievement. Seeks solutions and input when challenges arise. Proactively looks for professional learning opportunities and implements appropriate pedagogical strategies in the classroom.</p>	<p>peers and supervisors or, as opportunities arise, through professional collaboration. Takes advantage of opportunities offered for professional learning and works to implement appropriate strategies in the classroom.</p>	<p>learning when required to do so, but may fail to attempt implementation in the classroom. Gives no evidence of self-reflection on effectiveness of lessons. May be reluctant to accept feedback.</p>	<p>performance from either supervisors or more experienced colleagues. Teacher resists engagement in professional learning opportunities, and engages minimally when required to participate.</p>
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Domain B: The Classroom Environment⁷

B-1. Establishes and maintains a positive, organized, clean, attractive and safe learning environment.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<p>Student empowered classroom where mutual respect supports learning. Effectiveness is evident in: clear traffic flow, adequate work space, materials in place and seamless organization.</p>	<p>Classroom environment functions smoothly as students and teachers, demonstrate mutual respect and learning as evidenced in: adequate traffic flow, devoted work space, materials in place and overall organization.</p>	<p>Classroom environment functions somewhat effectively. Classroom routines and use of space partially support student learning. Students and the teacher rarely treat one another with disrespect.</p>	<p>Classroom environment characterized by chaos, conflict and/or overall poor engagement. Poor use of physical space inhibits interactions between individuals. Overall environment lacks adequate support of learning.</p>

B-2. Understands students’ interests and background and uses appropriate behaviors that indicate affection for students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<p>Consistently fosters sense of community and student responsibility. Mutually agreed upon procedures are in place and practiced. Students are given leadership opportunities regularly. A positive rapport between students and teacher is apparent.</p>	<p>Fosters sense of community and student responsibility. Mutually agreed upon procedures are in place and practiced. Students are given leadership opportunities.</p>	<p>Sporadically fosters student responsibility. There is a lacking sense of classroom community. Procedures may be posted but not adhered to, or modeled. Leadership opportunities for students are sporadic.</p>	<p>Fails to foster student responsibility. There is a lack of class community, and procedures, Students are not given leadership opportunities.</p>

⁷ Building/Posting Student Learning Maps, word walls, posting essential questions, posting comprehension, extended thinking, writing strategies, teacher directed instruction, flexible group instruction, learning stations, student expectations, students performing learning tasks, posting of student work [organizers, drafts, final]

B-3. Establishes and uses a well-planned positive behavior management system which is developmentally appropriate and effective.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Expectations are clear and have been developed with students, monitoring behavior is subtle. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. Students' self-governing behavior is evident.	Expectations are clear to all students. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Expectations of behavior seem to be established; teacher is generally aware of student behavior but misses some misbehavior and/or behavior changes little when addressed.	Expectations of behavior do not seem to be established; teacher does not seem to monitor or be aware of behavior and/or students do not respond to correction or redirection of misbehavior.

B-4. Creates an environment of respect and rapport while accommodating the differing needs and diversity of students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Classroom interactions among teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students govern themselves to help ensure high levels of civility among members of the class.	Classroom interactions among teacher and students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students tend to be negative, inappropriate, or insensitive to students' cultural backgrounds, and may be characterized by sarcasm, put-downs, or conflict.

B-5. Establishes a culture for learning and maintains a climate of openness, inquiry, fairness and support.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
High levels of students' energy and teacher passion for the subject are evident in a culture for learning in the classroom. Everyone shares a belief in the importance of the subject, and students hold themselves to high standards of performance, for example, by initiating improvements to their work.	The classroom culture is characterized by high expectations for students and genuine commitment to the subject by teacher and students, with students demonstrating pride in their work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, inconsistent expectations for student achievement, and little student ownership of learning.	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. Both teacher and students appear to be only "going through the motions."

Domain C: Assessment/Evaluation⁸

C-1. Uses technology effectively and efficiently for administrative tasks, accessing student assessment data, attendance, reporting, etc...

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses technology to gather, analyze and make sense of data. Utilizes data when making instructional decisions that address individual student needs. Utilizes data to make instructional decisions and inform parents regarding student progress.	Uses technology to record, analyze and review student assessment data. Shares data analysis with students, their parents and colleagues.	Records and reviews data, and may use data for some planning purposes. Looks at whole class data but seldom applies data to the individual student.	Records data as required.

C-2. Establishes appropriate testing environment and administers tests in accordance with directions provided to ensure test security.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Clearly communicates an understanding of the importance of standardized testing, strictly following directions and protects test security; students communicate an understanding of the importance of standardized testing.	Follows directions for standardized testing and security; talks with students about importance of standardized testing.	Requires close supervision and follow up to ensure that standardized testing is carried out accurately.	Does not follow requirements/directions regarding standardized testing and is compliant at best.

C-3. Uses a variety of on-going student progress monitoring techniques and adjusts instruction to maximize student learning, adjust instruction and drive the learning process.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Assessment is used in a sophisticated manner to guide instruction, through	Assessment is regularly used to guide instruction, through self-assessment by	Assessment is occasionally used to guide instruction, through some	Assessment is not used to guide instruction either through monitoring

⁸ **FEAP:** The effective educator consistently: Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; Uses a variety of assessment tools to monitor student progress, achievement and learning gains; Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver; Applies technology to organize and integrate assessment information.

student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high quality feedback to students from a variety of formative and summative assessments.	students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are aware of the assessment criteria used to evaluate their work.	monitoring of progress of learning by the teacher and/or students. Feedback to students is inconsistent, and students may be unaware of some of the assessment criteria used to evaluate their work.	of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.
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C-4. Designs student assessments aligned with the instructional outcomes.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
The teacher’s plan for student assessment is fully aligned with required instructional outcomes and includes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.	The teacher’s plan for student assessment is aligned with the required instructional outcomes, includes clear criteria, and is appropriate for the needs of students. The teacher uses some assessment results to plan for future instruction for groups of students.	The teacher’s plan for student assessment is partially aligned with required instructional outcomes, but may lack clear criteria, and/or be inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with required instructional outcomes, or is inappropriate for many students. The results of assessments have minimal impact on the design of future instruction.

Domain D: Student Instructional Engagement⁹

D-1. Demonstrates knowledge and understanding of curriculum content and course requirements as well as available evolving resources.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently demonstrates extensive current curriculum knowledge. Clearly engages student content with concepts and shares methodology with colleagues. The teacher accesses	Demonstrates current curriculum knowledge, Clearly explains content concepts to students. The teacher is fully aware of the resources and technology available through the	Demonstrates some knowledge of current curriculum. Misconceptions and errors in lessons may be evident. The teacher demonstrates some familiarity with resources and	Fails to demonstrate appropriate knowledge of curriculum content. Fails to engage students in academic lessons based on approved curriculum. The teacher demonstrates little or no

⁹ Acceleration, previewing, scaffolding, advance organizers, activating thinking, vocabulary strategies, graphic organizers, collaborative pairs, collaborative teams, think-pair-share and other strategies, distributed practice, distributed summarizing, assessment prompts, differentiated assignments extending thinking activities and assignments, modeling, memory strategies, rubrics, summarizing

resources and technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	school or district to enhance own knowledge, to use in teaching, or for students who need them.	technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them, but rarely accesses the resources.	familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.
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D-2. Establishes and supports goal-setting by students and provides feedback that serves as recognition of students' current status.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Models goal setting and requires students to establish and share goals for learning and provides consistent feedback to students. Supports revision of student learning goals to enhance learning. Students have developed and implemented models for setting goals. Students have developed monitoring strategies for holding themselves accountable for academic improvement.	Models goal setting process by sharing professional goals with students and asks them to write down their goals.	Encourages students to do their best and check their work prior to grading.	Permits students to move along in the instructional process regardless.

D-3. Provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Expectations for student learning are clearly aligned with state standards and the district curriculum guide and are accompanied by scales or rubrics that make the requirements clear to students. Explanations and instruction are content focused and appropriate to the learning needs of the students.	Teacher expectations align with the state standards and the district curriculum guide. The teacher provides rubrics to assist students in understanding the expectations for learning.	Teacher utilizes the state standards and district curriculum guide to plan instruction, but learning goals are not consistently and clearly communicated to students.	Teacher does not consistently refer to the state standards and district curriculum guide when planning for instruction. Students are unclear regarding the expectations for learning in the classroom.

D-4. Learning activities are monitored, providing feedback and reinforcement to students while communicating high expectations for learning.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently monitors student progress and understanding of content, through multiple formative and summative assessments and provides high quality feedback in a timely manner. Routinely provides processes for students to track their own progress on learning goals.	Monitors student progress and understanding of content through formative and summative assessments and provides feedback in a timely manner. Provides processes for students to track their own progress on some priority learning goals.	Inconsistently monitors student progress and understanding of content through formative and summative assessments and provides minimal or discouraging feedback.	Does not monitor student progress or their understanding of content. Feedback is given only through summative grades.

D-5. Students effectively interact with the presentation of new knowledge, which is linked to course requirements.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Students, throughout the lesson, are intellectually engaged in significant learning, making substantive contributions to the activities, student groups, and materials. The lesson is adapted as needed to the needs of individuals and lesson structure and pacing allows for student reflection and closure.	Activities, assignments, materials, and groups of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pacing.	Activities, assignments, materials, and groupings of students are somewhat appropriate for the instructional outcomes of students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully executed.	Activities, assignments, materials, and groupings of students are poorly planned and may be inappropriate for the instructional outcomes of students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

D-6. Demonstrates value and respect for low expectancy students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently provides high quality instructional modifications that support and challenge all students for cognitively complex tasks. Utilizes ongoing progress monitoring to adjust instruction to meet student needs, while empowering students to attempt cognitively complex work. A	Teacher expectations align with the state standards and the district curriculum guide. Teacher utilizes ongoing progress monitoring to adjust instruction to meet student needs and communicates high expectations to students.	Teacher utilizes the state standards and district curriculum guide to plan instruction, but does not utilize data to determine where support is needed. While the teacher communicates the expectation that students do the work, a supportive and challenge culture is not evident.	Teacher does not consistently refer to the state standards and district curriculum guide when planning for instruction. Low expectancy students are often overlooked in instruction. Students are unclear regarding the expectations for learning in the classroom.

culture of high expectations permeates the classroom.

Domain E: Professional Learning, Responsibility and Ethics

E-1. Communicates individual student progress and student engagement knowledgeably and responsibly to the student, parents and professional colleagues.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Initiates and provides leadership to assure a positive collaborative relationship with all parents and community stakeholders; Written and oral communications are exemplary.	Consistent, timely, and effective communication with students, parents, school staff and other appropriate person’s communication regarding student needs. Adheres to rules of Standard English.	Communications with parents and collaboration attempts are sporadic or minimal; communications may contain noticeable errors.	Frequently fails to return phone calls/emails; fails to engage parents and other appropriate persons; communications may be filled with errors.

E-2. Promotes district and school development by participating in district and school initiatives.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Provides leadership by actively participating in the development and implementation of the School Improvement Plan’s initiatives. Provides support, as needed, to other teachers to assure full implementation of SIP initiatives.	Supports school improvement initiatives by active participation in school activities, services, and programs.	Is aware of but, only partially implements classroom activities, services and programs outlined in the School Improvement Plan.	Is unaware of and/or does not participate in the school improvement process or the school’s initiatives.

E-3. Recognizes overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently monitors behavioral and physical indicators of student distress and acts promptly when signs are	Monitors behavioral and physical indicators of student distress and acts promptly when signs are observed,	Reports observed signs of student behavioral or physical indicators of distress only when they become a	Fails to monitor or report signs of student behavioral or physical indicators of distress.

observed, following all district policies for referral and reporting. Seeks to implement accommodations in the classroom to mitigate negative impact on learning.	following all district policies for referral and reporting.	disruption in the classroom. Does not monitor ongoing signs of distress.
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E-4. Acts in a professional manner and adheres at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently reflects positively on the teaching profession and demonstrates the highest degree of professionalism and ethics throughout varied settings in the school district. Has exemplary verbal and nonverbal interactions with students, parents, community members and colleagues. Teacher takes a leadership role in modeling and encouraging compliance with school and district regulations.	Acts in a professional and ethical manner when interacting with students, parents, community members, and colleagues throughout the school district's varied settings. Complies fully and voluntarily with school and district regulations.	Makes an effort to maintain a professional and ethical manner in both verbal and nonverbal interactions, but sometimes falls short when dealing with students, parents, community members and/or colleagues. Complies as convenient with school and district regulations.	Fails to positively reflect on the teaching profession by acting in an unprofessional or unethical manner when interacting with students, parents, community members, and /or colleagues throughout the school district's varied settings.

E-5. Performs assigned duties including the accurate and timely filing of all reports.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently follows and maintains highly accurate federal, state, and district policies regarding record keeping duties such as daily attendance, entering grades for Progress Reports and Report Cards, student cumulative folders, assessment data, and Exceptional Student information in a timely manner. Assists others when possible	Performs assigned duties in an accurate and timely manner for record keeping purposes such as daily attendance, entering grades for Progress Reports and Report Cards, student cumulative folders, assessment data, and Exceptional Student information.	Completes assigned duties for record keeping, but not always in a timely manner or accurately. May require continual prompting.	Fails to complete assigned record keeping duties accurately and/or in a timely fashion.

E-6. Demonstrates attention to punctuality, attendance, and responsibility for student achievement.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Exceeds expectations regarding punctuality and attendance [daily arrives on time or early, consistently adheres to school schedules, and works to minimize any negative impact of personal absence on student achievement through above average attendance and above average substitute plans when absences are unavoidable.	Meets expectations regarding punctuality and attendance. Is consistently on time and demonstrates responsible adherence to school schedules and requirements. Consistently maintains adequate substitute plans.	Teacher punctuality and/or attendance are inconsistent. Substitute plans are inconsistently provided or do not meet minimum expectations.	Teacher does not meet punctuality and/or attendance requirements. Does not prepare for absences by leaving adequate substitute plans.

E-7. Maintains confidentiality of student and other professional information.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently demonstrates a high degree of confidentiality regarding student and other professional information. Never discusses or shares information with anyone who does not have an appropriate educational need to know. Assures that such conversations occur in an appropriate setting. Assures that student documents are not in public view. Protects passwords.	Maintains the confidentiality of student and other professional information. This includes protecting passwords and student documents.	Has discussed or shared confidential student or other professional information with inappropriate persons such as: parents or neighbors and/or in an inappropriate setting such as the teacher’s lounge or ball-park. May give a teacher password to students or leave them in easily accessible places.	Continually discusses or shares student or other professional information with persons who do not have a relevant educational reason to know or in an inappropriate setting. Demonstrates a consistent lack of professional responsibility regarding items requiring confidentiality. Does not appear to understand the impact of actions.