School Year:	School:
Educator Name:	Position:
Evaluator:	Position:

Current research indicates that to be prepared for the future, students cannot merely be passive recipients of information, but rather active users of information for problem solving. The competencies delineated in the Instructional Evaluation are those consistently identified in the research as being essential in effecting student achievement. The performance of the distinguished teacher reflects these competencies.

1st Semester			
Appraiser's Signature	Date	Teacher's Signature	Date

2nd Semester			
Appraiser's Signature	Date	Teacher's Signature	Date

PRIDE RUBRIC FOR NON-CLASSROOM INSTRUCTIONAL (NCI) ANNUAL EVALUATION

DOMAIN I. CREATING A CULTURE FOR LEARNING

The NCI creates a culture for learning through building positive relationships with students and/or instructional staff. This organized safe learning environment encourages high expectations for all students and instructional staff and allows them to feel respected and valued.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Establishing High Expectations for Learning and Work	NCI communicates low expectations for performance. There is no effort to celebrate or recognize success. NCI makes excuses for poor performance of others.	NCI does not use praise strategically to motivate to the highest level of performance. NCI accepts completion of work regardless of quality.	NCI communicates **high expectations** for all work. NCI emphasizes **accuracy**, **quality**, and encourages others to take **pride** in their work and the work of others.	NCI establishes an environment that best facilitates learning and development. Through strategic recognition of high quality work, the NCI creates a culture in which **students and instructional staff are empowered to strive for the highest standards.**
Creating an Environment of Respect and Rapport	NCI interaction, with at least some students and/or staff is negative, demeaning, sarcastic and/or inappropriate. NCI tolerates student and/or staff interactions characterized by conflict, sarcasm, and put-downs.	NCI models but does not hold students and/or staff accountable for respectful behavior or an appreciation of diversity.	NCI **models tolerance** for all students and/or staff and holds them responsible for **respectful behavior**. NCI honors the **cultural** and **developmental differences** among students, parents, and/or staff.	NCI utilizes resources and materials that reflect **diversity in instruction and program delivery.** Diversity is reflected and encouraged in other's work. The setting is a **respectful, inclusive, and positive learning environment.**

DOMAIN I. CREATING A CULTURE FOR LEARNING
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2

PRIDE RUBRIC FOR NON-CLASSROOM INSTRUCTIONAL (NCI) ANNUAL EVALUATION

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Organizing the Physical Environment	NCI makes poor use of the physical environment.	NCI arranges for the physical environment to be safe and accessible. However, the arrangement does not support the learning/professional activities (e.g. view of instructional area obstructed).	NCI arranges the physical environment to support **learning/professional** activities.	NCI maintains a welcoming and professional environment which is conducive to planned activities. NCI **adapts** room arrangements based on learning/professional activities and participants' needs.
Managing Procedures in the Professional Setting	NCI has no procedures.	NCI establishes procedures but enforces them inconsistently.	NCI **consistently** enforces established **procedures.**	**Participants** adhere to and value established procedures by **taking responsibility** for managing groups, supplies, equipment, etc.
Managing Participant Behavior	Standards for conduct do not exist. Participant behavior is not monitored and NCI is unaware of what the participants are doing.	NCI has established rules and consequences; however, standards for conduct are not monitored and enforced through an established behavior system.	NCI **monitors behavior** based on standards for conduct. NCI is **direct**, **specific**, and **consistent** in communicating and enforcing high standards while maintaining **positive relationships** with participants.	Environment reflects positive interactions among participants. NCI **empowers participants** to **monitor discipline** in self, students, and peers.

DOMAIN I. CREATING A CULTURE FOR LEARNING
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3

DOMAIN II. PLANNING FOR SUCCESS

The NCI demonstrates a deep knowledge of professional practices, aligns professional objectives and learner outcomes with approved program, and uses data to meet individual needs. The NCI also plans appropriate assessments and uses time effectively.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Demonstrating Knowledge of Current Trends in Program Area and Professional Practice	NCI demonstrates little understanding of current trends and professional practices.	NCI demonstrates **basic** understanding of current trends and professional practices.	NCI demonstrates understanding of current trends and professional practices and applies them in their area of expertise.	NCI demonstrates comprehensive and thorough understanding of current trends and professional practices.
Planning the Support Program that is Integrated with the Overall School/District Goals	NCI's program consists of a random selection of unrelated activities lacking coherence or an overall structure.	NCI's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader program goals.	NCI has developed a plan that includes the important aspects of professional objectives that are aligned with the overall school/district goals.	NCI's plan is highly coherent, based on best practices, and supportive of individual achievement and the broader educational program.

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Using Data to Attend to Individual Needs	NCI does not base professional practice decisions on student learning data.	NCI uses data to adjust professional practices and goals. Professional decisions for addressing individual differences are not evident.	NCI continually **analyzes data** to **adjust programs and practices.** Assessment data is used in **collaboration with colleagues** in professional learning community meetings and is incorporated into the design of programs, professional practices, and goals. NCI uses **technological tools** to collect and analyze student/learner data.	NCI uses local, **state and national** data to make instructional/program decisions that ensure students/learners are **performing** at the **highest level**. Individual data is analyzed to determine performance goals. NCI **discusses test results** and/or **goals** with **students/learners** and teaches them **to monitor progress.**
Plans for Multiple Methods of Ongoing Assessment	NCI does not plan for assessment prior to program/services. Assessments do not measure progress toward goal.	NCI plans and uses one or two appropriate methods of assessment.	NCI plans and uses multiple appropriate methods of assessment on an ongoing basis to measure program/service effectiveness.	NCI constantly seeks out and implements the use of a variety of assessments to measure the effectiveness of programs/services. Shares resources regarding researched based measures and program outcomes with colleagues.

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Determining Strategies for Meaningful/Coherent Delivery of Services	NCI does not connect learning activities with prior knowledge, and/or learning activities are not at the appropriate level.	NCI's planned activities do not support the program/service goals and objectives. The NCI makes content and expectations clear after learners express confusion.	NCI plans learning activities which build on **prior learning** and **align** with **needs** in **a coherent progression**. NCI gives additional time and attention to those in need.	NCI plans and develops program goals/learning tasks that focus on **application of skills** providing opportunities for **critical thinking, problem solving** and **increased retention**. Analyzes trends to establish priorities for program adjustments.
Using Time Effectively	NCI's routines and procedures (e.g. handling materials and scheduling) are either non existent or inefficient, resulting in significant loss of effectiveness.	NCI has established routines and procedures but does not consistently follow them. (Does not maximize use of time as evidenced by lack of effective preparation.) Activities are often rushed or too long.	NCI **plans routines** which are **well organized** and **clearly communicated** so that all participants understand them. Activities provide for **smooth transitions** and optimum use of **time on task.**	NCI uses time optimally, **adjusting** the **pacing** of the activity as needed to ensure the **engagement** of all participants. **Transitions** are **seamless.** NCI encourages participants to be responsible for efficient use of time.

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PRIDE RUBRIC FOR NON-CLASSROOM INSTRUCTIONAL (NCI) ANNUAL EVALUATION

DOMAIN III. INSTRUCTING AND ASSESSING FOR PARTICIPANT ACHIEVEMENT

The NCI uses a variety of strategies to engage participants in learning. The activity is varied by utilizing technology, quality questioning, and discussions. The NCI creates opportunities for learners to monitor their own performance while making adjustments in the activity in order to enhance achievement.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Engaging Participants in Learning	NCI does not pursue the active engagement of all participants. NCI allows off-task behavior.	NCI activities do not match the appropriate skill level of the participants therefore they are not engaged. Participants are passive learners.	NCI **implements** plans for participants to **actively process information**, or **communicate information** in ways that indicate they are on task and actively engaged. NCI uses technology to engage participants.	**NCI encourages participants** to work independently, **lead activities** in **small** and **cooperative groups**, and contribute to the discussion. Participants initiate or **adapt activities** or **strategies** to **enhance** their **own understanding**.
Varying Content to Meet Participant Needs	NCI's pacing and level of the activity does not allow for individual needs.	NCI recognizes some individual needs but does not develop appropriate activities or vary content effectively.	NCI recognizes group and individual needs and develops appropriate activities and varies content effectively.	NCI **differentiates activities and interventions**, multiple or **tiered,** so that each participant's needs are met. With guidance, the NCI allows **participants** to **select** their method of demonstrating goal achievement.

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Using Quality Questions and Discussion	NCI makes inadequate use of questioning techniques. NCI asks few high level questions. NCI does not provide opportunities for discussion.	NCI does not provide wait time and allows non-specific response. NCI does not ask questions at the appropriate level aligned to the objective(s). NCI provides for limited interaction or discussion.	NCI asks **high and low order questions**. NCI **directs questions individually** to the appropriate participant. NCI uses questions to help direct the activity and **check for understanding**.	**NCI** encourages and expects participant(s) to formulate relevant questions and discussions that foster creative problem solving, critical thinking, and collaborative planning.
Adjusting and Monitoring Activity to Enhance Achievement	NCI adheres rigorously to planned activities. Does not adapt or revise activity based on needs.	NCI does not plan formative assessments and therefore makes adjustments erroneously.	NCI **adjusts activity/program** based on individual performance. NCI **provides feedback** to learners so they can increase their skills. NCI **supports struggling learners** to reach proficiency.	NCI **adjusts grouping** to ensure **deeper conceptual understanding** by all participants. NCI **invites input** from participants in order to **monitor and adjust activities/programs and pacing** to respond to differences in needs.

DOMAIN III. INSTRUCTING AND ASSESSING FOR STUDENT ACHIEVEMENT

8

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PRIDE RUBRIC FOR NON-CLASSROOM INSTRUCTIONAL (NCI) ANNUAL EVALUATION

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Developing Interventions and/or Locating Resources to Increase Student Achievement	NCI does not plan or mismatches interventions/fails to locate resources indicated by the findings of student assessment.	NCI plans interventions/resources that are partially suitable or sporadically aligned with identified needs.	NCI plans a variety of effective interventions/resources that are suitable and aligned with identified needs.	NCI develops comprehensive plans for students, finding ways to creatively meet student needs incorporating many related elements **OR** is highly proactive in locating a variety of appropriate resources to meet the needs of teachers/staff/parents in regard to student achievement. Provides ongoing monitoring and support.
Using Technology To Support Learning	NCI uses technology for personal and administrative purposes only.	NCI infrequently uses technology in the delivery of services/instruction. The NCI relies on others (e.g. lab teacher, technology coach) to get technology into the hands of the students/participants.	NCI's activity plans make use of district provided technology resources. Instruction/program planning reflects innovative strategies **integrating technology**. The NCI uses technology to access student data.	NCI **uses technology** as an integral part of **practice/activities**. Plans integrate technology to **differentiate instruction** and **enhance learning**. NCI identifies and locates **technology resources** and **evaluates** them for accuracy and suitability to improve professional practice and maximize progress. NCI uses technology resources to **collect, analyze, interpret and report** data on individual performance and program effectiveness.

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PRIDE RUBRIC FOR NON-CLASSROOM INSTRUCTIONAL (NCI) ANNUAL EVALUATION

DOMAIN IV. COMMUNICATING PROFESSIONAL COMMITMENT

The NCI takes responsibility for his/her professional development in support of school and district initiatives/goals. The NCI works collaboratively with colleagues to enhance student performance and develops positive relationships with families and community.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Developing Positive Relationships with Families and Community	NCI provides no information to families or community members and makes no attempt to engage them in the instructional program. NCI handles parent/family concerns unprofessionally.	NCI responds to family initiated contact.	NCI **communicates with parents about student progress and/or programs on a regular basis** and is available as needed to respond to parent concerns. **NCI i**n**vites families and community into the school or department**.	NCI communicates about student progress or needs on an individual basis and **informs parents of positive student progress** as well as concerns. NCI successfully **engages family and community in the instructional process.**
Collaborating with Colleagues for Student Progress	NCI works in isolation and only participates in collegial activities when required.	NCI relationships are limited to grade level and/or department.	NCI **pursues collegial relationships** and attends **professional learning community meetings to increase student achievement and program effectiveness**.	NCI **initiates collegial meetings**. NCI brings research, student data, strategies, and interventions to the meeting. NCI demonstrates **leadership** among staff. NCI actively engages in formal and informal **mentoring** and **coaching relationships**.

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Taking Responsibility for Professional Development	NCI does not attend required staff development and/or does not participate in professional development activities even when such activities are clearly needed for development of professional skills.	NCI attends only mandated staff development.	NCI **integrates professional learning** into professional practice and program area. NCI **refines** and **assesses** effectiveness of strategies in terms of student achievement.	NCI **pursues opportunities** for professional development to enhance content knowledge, professional and pedagogical skills. NCI **uses acquired knowledge** and **research to impact positive change** in his/her program area at the school or department.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Supporting School and District Goals	NCI does not participate in or implement School/Department Improvement Plan. NCI communicates to others negatively about school/district programs.	NCI attends required School/Department Improvement Plan activities. NCI is not knowledgeable of how to implement strategies in the instructional setting.	NCI participates in the **planning** and **implementation** of School/Department **Improvement Plan** activities. NCI works consistently as a **team member**.	NCI contributes to **school (department)/district initiatives,** assuming **leadership** with colleagues. NCI **contributes to decision-making** processes and serves on sub-committees. NCI **models** school (department)/district initiatives.

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PRIDE RUBRIC FOR NON-CLASSROOM INSTRUCTIONAL (NCI) ANNUAL EVALUATION

Example sources of documentation: (This suggested list is designed to help generate ideas about how to document competencies and foster conversation about NCI performance as it relates to the rubric.)

- Classroom Observations/Visitations
- FPMS Summative Observation Form
- Lesson Plans
- Progress Monitoring
- Classroom Assessments
- District/State Assessments
- Common Assessments
- In-service Records/Certificates of Participation/CEU
- Individual Professional Development Plan
- Committee/Meeting Rosters and Notes
- Conferences/Interviews
- College Transcripts (current year)
- Portfolios (student and teacher)
- Family Contact Logs
- Membership in Professional Organizations
- Curriculum Maps
- CARE Outcomes and Recommendations
- MEASURE Plan
- RtI documentation
- Professional Reports
- Record of Parent Conferences
- In-service Presentation/Training Agendas
- Functional Behavior Assessments
- Behavior Intervention Plans
- Plan of Care
- Intervention Documentation

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