SARASOTA County Schools

2015-16

Teacher Evaluation System (TES)

Rule 6A-5.030
Form IEST-2015
Effective Date: July 1, 2015

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1. Performance of Students

Use of Student Growth Measures (SGM) in evaluations:

With the exception of newly hired staff, all classroom and non-classroom instructional staff will have one-third (33%) of their evaluation based on a three-year weighted average of SGM and two-thirds (67%) based on observational data (PRIDE, see section 2), to include the Individual Professional Development Plan (IPDP). When available, the current year and the two years immediately preceding will be used.

Classroom instructional personnel will receive a SGM based on individual students they directly serve. Non-classroom instructional personnel will receive a SGM based on individual students they directly serve, school-wide, multiple school data, or district data depending on the students they actually serve. The roster verification process is used to identify the student-teacher link.

Statewide standardized assessments and end-of-course (EOC) assessments:

Sarasota County Schools developed school board policy that includes the selection, development, administration, and scoring of local assessments. Statewide assessments such as the Florida Standards Assessment (FSA) and end-of-course (EOC) exams and corresponding Value Added Measures (VAM) will be used when available.

Courses without FSA or EOC assessments:

Sarasota County Schools will use a variety of assessments to determine student performance for the purposes of instructional staff evaluation. Sarasota County Schools will rely on the State's Item Bank and Test Platform (IBTP) and in-house programs, Angel Learn and Blackboard LEARN, to develop and deliver local end-of-course (LEOC) assessments. The following table outlines the assessments to be used to measure student performance for each grade level or course.

Student Performance Measures

All student growth measures calculated for instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In all cases, one-third of the final summative evaluation will be based on these student growth measures.

	Teaching Assignment	Performance Measure(s) for Evaluation Purposes
1	Pre-kindergarten (PK)	Regression analysis of Batelle AP3 (PY)/Batelle AP1 (CY) compared to Batelle AP3 (CY)
2	Kindergarten (K), First Grade (1) and Second Grade (2)	Matrix z-score analysis of iReady: K - AP 1 (CY) compared to AP3 (CY) 1, 2 AP3 (PY) to AP3 (CY)
3	Third Grade (3)	Pre/post z score analysis of SAT10 (PY) compared to FSA ELA (CY)
4	Fourth Grades (4) and Fifth Grade (5)	FSA - VAM
5	All other (K-5) courses	Regression analysis of FSA ELA (PY) compared to FSA ELA (CY) including only their students
6	Grade 4 – 5 ESE students	Pre/post z scores of FAA (PY) compared to FSAA (CY).
7	Math Courses (6-8)	FSA - VAM
8	Science Courses (8)	Regression analysis of FSA ELA (PY) compared to FCAT-Science (CY)
9	US History and Career Planning	Regression analysis of FSA ELA (PY) compared to Local EOC (CY)
10	English/Language Arts/Reading Courses (6-8)	FSA - VAM
11	All Other (6-8) courses (this includes Science, Physical Education, Art and Music courses, among others)	Regression analysis of FSA ELA (PY) compared to FSA ELA (CY) including only their students
12	Civics	Regression analysis of FSA ELA (PY) compared to Civics EOC (CY)
13	English 1	FSA - VAM
14	English 2	FSA - VAM
15	All AP, IB, AICE Courses and Intro to Info Tech, virtual schools	Matrix analysis of FSA ELA (PY) compared to AP, IB, AICE assessment or Microsoft certification exams (CY)
16	Algebra 1; Algebra 1 Honors; Algebra 1B (9)	FSA - VAM
17	Algebra 1; Algebra 1 Honors (8)	Regression analysis of FSA-Math (PY) compared to Algebra 1 EOC-FSA (CY)
18	Algebra 2	Regression analysis of FCAT-Math (PY) compared to Algebra 2 EOC-FSA (CY)

19	Geometry; Geometry Honors	Regression analysis of Algebra 1 (PY) compared to Geometry EOC-NGSSS (CY) or Geometry FSA (CY)
20	United States History	Regression analysis of FSA-ELA (PY) compared to US History EOC – NGSSS (CY)
21	Government, Economics, English 3, English 4, Physical Science, Math for College Readiness and Pre-calculus	Regression analysis FSA-ELA (PY) compared to Local EOC (CY)
22	All Other (9-10) Courses (this includes World History, Physical Education, Art and Music among others)	Regression analysis of FSA ELA (PY) compared to FSA ELA (CY) including only their students
23	All Other (11-12) Courses (this includes HOPE, Spanish 1 – 3, Physical Education, Art and Music among others)	Regression analysis of PSAT to SAT, ACT and PERT
24	School Based Non-Classroom Instructional Personnel (this includes Behavior Specialists, Physical and Occupational Therapists, and ESE Liaisons, among others)	State VAM analysis for assigned school or schools
25	District Non-Classroom Instructional Personnel (this includes district-level specialists in the Curriculum & Instruction, Professional Development and Pupil Support Services departments, among others)	State VAM analysis for district

PY = Prior Year   EOC = End of Course Exam   FSA = Florida Standards Assessment
CY = Current Year   LEOC = Local EOC   FCAT-Reading = Florida
AP = Assessment   FAA = Florida Alternate   Comprehensive Assessment Test
Period   Assessment   for Reading
ELA = English   NGSSS = Next Generation   VAMS = Value Added Model Score
   Language Arts   Sunshine State Standards   from the Florida Department of
                                                              Education (FDOE)

Calculating Performance Measures:

Currently there are 45 separate analyses conducted to ensure that all teachers receive a student growth measure that meets state guidelines. These models can be condensed to five basic statistical methods:

	Student Growth Score Analysis	Statistical Analysis Description	Specific Analysis from Table Above
1	Florida VAM Score for Individual Teachers	Sarasota County will accept the state VAM scores for the related instructional personnel based on associated courses. These scores range from 1-4, Unsatisfactory to Highly Effective.	4, 7, 10, 13, 14, 16, 17
2	Local Regression Model	Linear regression model controlling for pre-existing student characteristics (covariates) to include a measure of prior academic performance identified above and certain demographic characteristics	1, 5, 8, 9, 11, 12, 18, 19, 20, 21, 22, 23
3	Local Matrix Model	Matrix model controlling for pre-existing student ability in reading.	15
4	Local Z Score Difference Model	Pre-Post Z score model controlling for pre-existing student characteristics.	2, 3, 6
5	Florida VAM Scores for Schools	Sarasota County will accept the state VAM scores for the related instructional personnel based on associated courses. These scores range from 1-4, Unsatisfactory to Highly Effective.	24, 25

All non-state models were chosen as statistically applicable to the data under consideration. Further all models were chosen to isolate the confounding measure of pre-existing student and/or school characteristics so they are not attributed to the teacher.

Sarasota County will accept the state determined VAM score of each teacher. A rating will be assigned of U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Score Provided by FDOE	Categorical Score	= Points
4	Highly Effective	4
3	Effective	2.9
2	Needs Improvement/Developing	1.9
1	Unsatisfactory	0.9

Non-VAM Score Conversion (this will be used for regression and z-score models)	Categorical Score	= Points
1 standard deviation (SD) or more above the mean	Highly Effective	3.0 – 4.0
1 SD below to 1 SD above the mean	Effective	2.0 – 2.9
1 SD below to 2 SD below the mean	Needs Improvement/Developing	1.0 – 1.9
2 SD or more below the mean	Unsatisfactory	0 – 0.9

Newly Hired Teachers

Newly hired staff will have two-thirds (67%) of their evaluation based on observational data (PRIDE) and one-third (33%) of their evaluation based on SGM as calculated above. For first-year teachers, the SGM will use one year of data, and an additional year of data will be added each year, until three years of data are available. If a teacher worked in another Florida district and FDOE used data from prior years in the VAM score calculation, they will be used for the SGM. Teachers hired after the half year mark will have a mid-year review at the conclusion of the school year and will start the regular evaluation process in the next full school year.

Sarasota County will allow the site based principal to determine the student performance measure for the newly hired for the first evaluation and use non-VAM calculation for scoring.

2. **Instructional Practice**

Improving Student Achievement by Supporting Teacher Development:

The overall goal of Sarasota County Schools' Teacher Evaluation System (TES) is to improve student achievement by using teacher evaluations to identify strengths and weakness and use results to provide targeted, supportive feedback and professional development services. The final TES score is composed of two components, a qualitative teacher rating (67%) and student growth measure (33%). Each was designed with input from teachers, principals, district administrators and members of the union, the Sarasota Classified/Teachers Association (SC/TA).

Instructional Practice Measures:

The qualitative evaluation component, known as PRIDE (Professional Rubrics Investing and Developing Educator Excellence) measures a teacher's mastery of instructional practice. PRIDE includes a variety of rating and observational instruments which have been incorporated into the district's Local Instructional Improvement System (LIIS). Each instrument is based on sound research and follows an extensive rubric of competencies. These instruments allow evaluators to use multi-source (e.g., products or observations), multi-method (e.g., reviewing, interviewing or observing) and multi-trait (e.g., situations involving leadership, consultation, or assessment) data. See Appendix B for instruments and rubrics used, including the classroom rubrics (p. 15-22), and observation instrument (p. 52) and non-classroom rubrics (p. 2-5) and observation instrument (p. 12). Please note that observation instruments are provided in digital format to teachers for their electronic signatures, such as the example on p. 13 of Appendix B.

PRIDE Domains for classroom teachers:

Domain I: Creating a Culture for Learning	Domain II: Planning for Success	Domain III: Instructing and Assessing for Student Achievement	Domain IV: Communicating Professional Commitment
1. Establishing high expectations for student learning and work 2. Creating an environment of respect and rapport 3. Organizing the physical environment 4. Managing classroom procedures 5. Managing student behavior 6. Modeling oral and written communication skills	1. Demonstrating a deep knowledge of content 2. Aligning student outcomes to State standards 3. Using data to attend to individual student needs 4. Planning formative and summative assessments 5. Determining strategies for meaningful/ coherent instruction 6. Using instructional time wisely	1. Engaging students in learning 2. Varying instruction to meet student needs 3. Using quality questions and discussions 4. Monitoring student performance 5. Adjusting and monitoring instruction to enhance achievement & student mastery 6. Planning interventions and/or locating/utilizing resources to increase student achievement and meet goals 7. Using traditional and alternative assessments to increase achievement 8. Using technology to support learning	1. Complying with and implementing all Federal and State laws, as well as district and school policies and procedures 2. Taking responsibility for professional development 3. Collaborating with colleagues for student success 4. Developing positive relationships with families and communities

PRIDE Domains for non-classroom instructors:

Domain I: Creating a Culture for Learning	Domain II: Planning for Success	Domain III: Instructing and Assessing for Participant Achievement	Domain IV: Communicating Professional Commitment
1. Establishing high expectations for learning and work 2. Creating an environment of respect and rapport 3. Organizing the physical environment 4. Managing procedures in the professional setting 5. Managing participant behavior 6. Modeling oral and written communication skills	1. Demonstrating knowledge of current trends in program area and professional practice 2. Aligning program objectives to school/ district goals 3. Using data to attend to individual needs 4. Planning formative and summative assessments 5. Determining strategies for meaningful/ coherent delivery of services 6. Using time effectively	1. Engaging participants 2. Varying content to meet participant needs 3. Using quality questions and discussions 4. Adjusting and monitoring activity to enhance achievement & reach mastery 5. Developing interventions and/or locating resources to increase student achievement and meet goals 6. Using technology to support learning	1. Complying with & implementing all Federal and State laws, as well as district policies and procedures 2. Taking responsibility for professional development 3. Collaborating with colleagues for student success 4. Developing positive relationships with families and community

Each domain and competency has been explicitly defined and is outlined in the PRIDE rubrics for classroom and non-classroom instructors. For evaluation purposes, the competencies are weighted according to identified importance. The PRIDE rating forms are part of the LIIS so each teacher's PRIDE score can be combined with his/her student growth score, and can be viewed and approved electronically from any location.

Connection to the Florida Educator Accomplished Practices (FEAPs):

The PRIDE component is based on the Florida Educator Accomplished Practices (FEAPs) and influenced by the research of the Marzano and Danielson evaluation models. PRIDE is comprised of four Domains and incorporates standards for effective educators identified by the Florida Department of Education (FDOE) to have a large positive influence on student success. For example, PRIDE Competency II.2, "Aligning

student outcomes to State standards" meets Accomplished Practice (a)1.a.: "Aligns instruction with state-adopted standards at the appropriate level of rigor." Both classroom and non-classroom instructional personnel are evaluated on the use of these standards for effective educators. The following crosswalk shows the alignment of PRIDE with FEAPs.

Alignment of PRIDE to the Florida Educator Accomplished Practices (FEAP)	
FEAP Practice	PRIDE Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	II.2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	II.5
c. Designs instruction for students to achieve mastery;	II.5, III.5
d. Selects appropriate formative assessments to monitor learning;	II.4, III.4, III.7
e. Uses diagnostic student data to plan lessons; and,	II.3, III.2
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	III.5
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	I.3, II.6
b. Manages individual and class behaviors through a well-planned management system;	I.4, I.5
c. Conveys high expectations to all students;	I.1
d. Respects students' cultural linguistic and family background;	I.2
e. Models clear, acceptable oral and written communication skills;	I.6
f. Maintains a climate of openness, inquiry, fairness and support;	I.2
g. Integrates current information and communication technologies;	III.8
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	I.2, III.2
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	III.1, III.8
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	III.1
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	III.2
c. Identify gaps in students' subject matter knowledge;	II.3, III.4, III.5
d. Modify instruction to respond to preconceptions or misconceptions;	II.1
e. Relate and integrate the subject matter with other disciplines and life experiences;	II.1
f. Employ higher-order questioning techniques;	III.3
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	III.2
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	II.4, III.2, III.5
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	III.4, III.5
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	III.4, III.5

4. Assessment	
The effective educator consistently:	
a. 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;	II.3, III.4, III.5
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	III.5, III.7
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	II.3, II.4, III.4, III.5
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	III.7
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	III.4, IV.4
f. Applies technology to organize and integrate assessment information.	III.8
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	IV.2
b. Examines and uses data-informed research to improve instruction and student achievement;	IV.2
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	II.3, III.6, III.7, IV.3
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	IV.4
e. Engages in targeted professional growth opportunities and reflective practices; and,	IV.2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	IV.2
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	IV.1

Conducting Observations and Collecting Evidence of Instructional Practice:

An annual performance evaluation will be conducted for each classroom and non-classroom teacher. All teachers must be observed by their immediate supervisor multiple times of varying lengths throughout the year, including at least one full period or complete lesson observation in order to collect evidence of instructional practice. The supervisor will enter scores on all PRIDE competencies digitally into the LIIS. In addition to the digital feedback that will be available to teachers through the LIIS, supervisors will conduct at least one face-to-face conference each semester (twice annually) to provide feedback related to the PRIDE competencies. The PRIDE rubrics and "Look Fors" are used as both formative and summative feedback instruments and to help structure meaningful conversations between instructional staff and supervisors regarding the teacher's instructional practice.

All instructors with previous Unsatisfactory or Needs Improvement TES overall ratings or a very low first-time PRIDE score will be considered at risk for an unsatisfactory evaluation and will be "flagged" awaiting the student growth score. Once

the student growth coefficients are available, they will be uploaded to the LIIS evaluation database and linked to each instructor.

First year teachers will be evaluated twice yearly, other teachers will be evaluated once per year. Results from the overall TES evaluation will guide the Individual Professional Development Plan (IPDP) for the following school year.

Instructional Practice Scores/Scales:

A teacher can receive a possible rating of 0 (lowest) to 3 (highest) on each PRIDE competency. Each competency has been weighted according to its significance in terms of student achievement, using a research-based approach.

The PRIDE form for both classroom and non-classroom instructional personnel is based on a 100 point scale with the following points assigned to each Domain:

1. Creating a Culture for Learning – total possible score of 24.0
2. Planning for Success – total possible score of 34.5
3. Instructing and Assessing for Student Achievement – total possible score of 34.752 (34.77 for non-classroom instructional)
4. Communicating Professional Commitment – total possible score of 6.75

Combining Results:

The PRIDE rating and the student growth measure will be combined to produce a final evaluation score for each teacher. Staff from the Research, Assessment and Evaluation (RAE), Professional Development and Teacher Evaluation (PD&TE) and Human Resources (HR) departments attended FDOE trainings regarding teacher evaluations and along with program specialists (teachers on special assignment working at the district level) they comprised the PRIDE/Student Growth Redesign Workgroup which revised the PRIDE teacher evaluation forms. This group, together with the Technical Advisory Statistical Workgroup (made up of RAE and other staff with technical expertise) worked collaboratively to create the most appropriate combined metrics and scales to ensure accuracy, facilitate transparency, and aid understanding for teachers. This is essential to ensure teachers use assessment results for self-improvement through targeted professional development.

The Technical Advisory Statistical Workgroup identified five teacher groups:

1. Teachers of State-assessment tested areas (Group 1).
2. Teachers of subject areas not associated with State assessments but at a grade level where a State assessment is taken (Group 2).
3. Teachers of subject areas or grades where a State assessment is absent (Group 3).
4. Non-classroom teachers who are associated with the entire school or up to two schools (Group 4).
5. Non – Classroom Teachers associated with all district students (Group 5).

PRIDE, SGM and VAM scores will be stored in a SQL database. VAM estimates will be gathered from the DOE and other SGM will be collected and calculated as noted in section 1. In order to pair the growth measures to the PRIDE scores, each will have to be transformed to a common, or "concordant" four point scale (0.0 to 4.0) with incremental points of 0.01. After this transformation, the scores will be aggregated to create the final Teacher Evaluation Score. Finally, an overall rating of Unsatisfactory, Needs Improvement/Developing, Effective or Highly Effective will be applied based on district or State-developed cut scores.

The district has developed a new electronic Teacher Evaluation System as part of its LIIS. Once the final teacher evaluation score and overall rating have been completed, teachers and administrators will be able to access it. A summary report (see attached example) will be available and users can drill down to see scores from the individual competencies on PRIDE, student growth calculations and rubrics, along with links to relevant professional development opportunities, Frequently Asked Questions, and other resources.

Process to Assign the Final Rating:

Once the PRIDE scores and the student growth data are available in the same database, each will be set on a concordant scale of 0.0 to 4.0 with incremental points of 0.01. This final Teacher Evaluation Score then will be associated with the appropriate labels of Unsatisfactory, Needs Improvement (Developing), Effective and Highly Effective (see Table 4).

Consistent with legislative requirements, the School Board of Sarasota County uses these summative rating definitions:

- **Highly Effective**: There is consistent evidence that a teacher is demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.

- **Effective**: The teacher is demonstrating the identified teacher competencies most of the time as evidenced by a combined score on the PRIDE and student growth systems.

- **Needs Improvement** (or **Developing** in the case of teachers in first three years only): The teacher is inconsistent in demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.

- **Unsatisfactory**: There is little or no evidence that a teacher is demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.

With Race to the Top funding, the RAE Department created the LIIS which includes the teacher evaluation database. Each teacher can log into the LIIS and access the final summative TES score, including the PRIDE and student growth information used to calculate it. The database also accepts electronic signatures from the teacher and evaluator so all permanent authorized records will be saved digitally.

Correlation of concordant score with final teacher evaluation rating system:

Concordant Score for Student Growth Combined with PRIDE	Teacher Evaluation System Summative Rating
3.0-4.0	Highly Effective
2.0-2.9	Effective
1.0-1.9	Needs Improvement / Developing
0-0.9	Unsatisfactory

3. Other Indicators of Performance

Additional Metric:

All classroom and non-classroom teachers are required to complete and fulfill an Individualized Professional Development Plan (IPDP). The goals, professional development, and implementation activities included in the IPDP are based on student and teacher performance data. The principal or supervisor meets with the teacher and monitors the implementation of the IPDP throughout the year. At the end of the year, the evaluation of the teacher's IPDP is reflected in the performance portion of the TES with a rating of 0-3 on PRIDE Competency IV.2.

One additional metric will be employed with those teachers aspiring to be school leaders who currently serve as Administrative Interns. When evaluating an Administrative Intern, the Administrative Intern Feedback Tool will be used by the supervisor and reflected in the performance portion of the TES with a rating of 0-3 on each of the 22 PRIDE Competencies on the non-classroom instructional rubric.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
IV.1. Complying with and Implementing all Federal and State laws, as well as District and School Policies and Procedures	Teacher performance may indicate disciplinary concerns.	Teacher inconsistently complies with and implements Federal and State laws, as a well as District Policies and Procedures relating to the education and well being of all students.	Teacher complies fully with and implements Federal and State laws, as a well as District Policies and Procedures relating to the education and well being of all students.	Teacher takes a leadership role at the school and/or district level in planning and supporting initiatives/ activities that implement Federal and State laws, as a well as District and School Policies and Procedures.
IV.2. Taking Responsibility for Professional Development • IPDP written • IPDP reviewed, monitored & evaluated by teacher and administrator	Teacher performance may indicate disciplinary concerns.	Teacher attends staff development, but does not integrate professional learning into classroom practice.	Teacher attends mandated staff development and integrates professional learning into classroom practice most of the time.	Teacher attends mandated and additional staff development regularly. Teacher integrates professional learning into classroom practice. Teacher refines and assesses effectiveness of strategies in terms of student achievement.
IV.3. Collaborating with Colleagues for Student Progress	Teacher performance may indicate disciplinary concerns.	Teacher works in isolation and only participates in collegial activities when required.	Teacher contributes to collegial interactions focused on student achievement and well-being.	Teacher initiates collegial interactions focused on student achievement and well-being. Teacher demonstrates leadership among team and school staff to address student needs.
IV.4. Developing Positive Relationships with Families and Community	Teacher performance may indicate disciplinary concerns.	Teacher provides little or no information and/or inconsistently responds to parent/family/community. Teacher handles parent/family/community concerns unprofessionally.	Teacher maintains a timely system(s) for communication with families regarding student progress. Teacher appropriately responds to family/ community concerns most of the time.	Teacher collaborates with family to address student progress and needs. Teacher responses to parent concerns are handled with sensitivity. Teacher builds positive relationships with families and community focused on student achievement and well-being.

4. <u>Summative Evaluation Score</u>

Combining Results:

The PRIDE rating and the student growth measure will be combined to produce a final evaluation score for each teacher. Staff from the Research, Assessment and Evaluation (RAE), Professional Development and Teacher Evaluation (PD&TE) and Human Resources (HR) departments attended FDOE trainings regarding teacher evaluations and along with program specialists (teachers on special assignment working at the district level) they comprised the PRIDE/Student Growth Redesign Workgroup which revised the PRIDE teacher evaluation forms. This group, together with the Technical Advisory Statistical Workgroup (made up of RAE and other staff with technical expertise) worked collaboratively to create the most appropriate combined metrics and scales to ensure accuracy, facilitate transparency, and aid understanding for teachers. This is essential to ensure teachers use assessment results for self-improvement through targeted professional development.

The Technical Advisory Statistical Workgroup identified five teacher groups:
1. Teachers of State-assessment tested areas (Group 1).
2. Teachers of subject areas not associated with State assessments but at a grade level where a State assessment is taken (Group 2).
3. Teachers of subject areas or grades where a State assessment is absent (Group 3).
4. Non-classroom teachers who are associated with the entire school or up to two schools (Group 4).
5. Non – Classroom Teachers associated with all district students (Group 5).

PRIDE, SGM and VAM scores will be stored in a SQL database. VAM estimates will be gathered from the DOE and other SGM will be collected and calculated as noted in section 1. In order to pair the growth measures to the PRIDE scores, each will have to be transformed to a common, or "concordant" four point scale (0.0 to 4.0) with incremental points of 0.01. After this transformation, the scores will be aggregated to create the final Teacher Evaluation Score. Finally, an overall rating of Unsatisfactory, Needs Improvement/Developing, Effective or Highly Effective will be applied based on district or State-developed cut scores.

The district has developed a new electronic Teacher Evaluation System as part of its LIIS. Once the final teacher evaluation score and overall rating have been completed,

teachers and administrators will be able to access it. A summary report (see example on page 14 of Appendix B) will be available to classroom and non-classroom instructional staff who can drill down to see scores from the individual competencies on PRIDE, student growth calculations and rubrics, along with links to relevant professional development opportunities, Frequently Asked Questions, and other resources. Once reviewed, instructional staff members are asked to digitally sign and submit the Final Evaluation Report.

Process to Assign the Final Rating:

Once the PRIDE scores and the student growth data are available in the same database, each will be set on a concordant scale of 0.0 to 4.0 with incremental points of 0.01. This final Teacher Evaluation Score then will be associated with the appropriate labels of Unsatisfactory, Needs Improvement (Developing), Effective and Highly Effective (see Table 4).

Consistent with legislative requirements, the School Board of Sarasota County uses these summative rating definitions:

- **Highly Effective**: There is consistent evidence that a teacher is demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.

- **Effective**: The teacher is demonstrating the identified teacher competencies most of the time as evidenced by a combined score on the PRIDE and student growth systems.

- **Needs Improvement** (or **Developing** in the case of teachers in first three years only): The teacher is inconsistent in demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.

- **Unsatisfactory**: There is little or no evidence that a teacher is demonstrating the identified teacher competencies as evidenced by a combined score on the PRIDE and student growth systems.

With Race to the Top funding, the RAE Department created the LIIS which includes the teacher evaluation database. Each teacher can log into the LIIS and access the final summative TES score, including the PRIDE and student growth information used to

calculate it. The database also accepts electronic signatures from the teacher and evaluator so all permanent authorized records will be saved digitally.

Calculation of the Final Summative Score:

Sarasota County will accept the state determined VAM score of each teacher. A rating will be assigned of U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Score Provided by FDOE	Categorical Score	= Points
4	Highly Effective	4
3	Effective	2.9
2	Needs Improvement/Developing	1.9
1	Unsatisfactory	0.9

Non-VAM Score Conversion (this will be used for regression and z-score models)	Categorical Score	= Points
1 standard deviation (SD) or more above the mean	Highly Effective	3.0 – 4.0
1 SD below to 1 SD above the mean	Effective	2.0 – 2.9
1 SD below to 2 SD below the mean	Needs Improvement/Developing	1.0 – 1.9
2 SD or more below the mean	Unsatisfactory	0 – 0.9

Final Summative Calculation Formula = (PRIDE x 67%) + SGM x 33%) =

Correlation of concordant score with final teacher evaluation rating system:

Concordant Score for Student Growth Combined with PRIDE	Teacher Evaluation System Summative Rating
3.0-4.0	Highly Effective
2.0-2.9	Effective
1.0-1.9	Needs Improvement / Developing
0-0.9	Unsatisfactory

5. <u>Additional Requirements</u>

Roster verification:

Each year, Sarasota provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes prior to calculating SGM. This ensures that those calculations are based on the students a teacher actually teaches.

Supervisors evaluate instructional staff and provide feedback:

The person providing direct supervision will be designated as the evaluator of record for an instructional staff member. This supervisor, who may be a principal, assistant principal or department head, is responsible for participating in TES training and being thoroughly familiar with all PRIDE observation, rating instruments and accompanying rubrics. Training to ensure inter-rater reliability has been provided in the past and each supervisor must demonstrate the necessary skill when using the instruments and provide feedback to teachers in a timely manner, as outlined earlier. Supervisors also must follow all procedures as outlined in the instructional staff collective bargaining agreement. As stated earlier, all instructional staff, including classroom and non-classroom instructors are evaluated at least once per year. Principals and Assistant Principals may collaborate to evaluate a teacher, but they generally do not consult or include input from others when evaluating staff.

First year teachers:

Prior to the first observation, first year teachers will be familiarized with TES. All first-year teachers must be observed a minimum of three times during the year by the teacher's immediate supervisor (assistant principal, principal, director or executive director, etc.); the first observation must be within the first 20 days of a teacher's work with students.

Prior to evaluation by the supervisor, Sarasota County Induction Program (SCIP) Mentors will informally observe first year teachers to assist them in their acquisition of skills related to PRIDE. SCIP Mentors also coach these teachers throughout the school year, providing an additional level of support and feedback. The SCIP Guidelines are aligned with the PRIDE competencies.

Instructional personnel will receive feedback from their immediate supervisors through post-observation conferencing. Supervisor feedback may be verbal and/or written. The PRIDE documents are used as both a formative and summative feedback instrument to conduct meaningful conversations regarding effective teaching practices. Please see Appendix for Mid-Year Evaluation Forms for Classroom and Non-Classroom Instructional personnel as well as a sample from the IIS.

All first year teachers have a minimum of two evaluations, one in December and the final one in May. These evaluations are based on the aforementioned observations and a review of student performance. During the December mid-year review, the supervisor will review teacher-collected first and second quarter student growth data such as benchmark assessment or iReady results. The supervisor takes these results into consideration when completing the Mid-Year Evaluation Forms, especially sections II.3 (using data to attend to individual student needs), II.4 (planning formative and summative assessments), III.2 (varying instruction to meet student needs), III.4 (Monitoring student performance), and III.7 (using traditional and alternative assessments to increase achievement; Note this competency is not applicable to non-classroom instructors). Sarasota County will allow the site based principal to determine the student performance measure for the newly hired for the first evaluation and use non-VAM calculation for scoring.

Training/Professional Development:

Sarasota has provided extensive training to instructional staff and their supervisors in using the LIIS, the PRIDE rubrics, and SGM. All principals and assistant principals participate in the ongoing evaluator training at monthly meetings. Several times each year, these trainings emphasize instructional coaching and feedback practices. At these training sessions, school leaders watch videos of teaching while they practice collecting observational data. Time for collaboration among colleagues provides further occasions to build inter-rater reliability. They also have extensive experience evaluating teachers and know the PRIDE rubric, competencies, and expectations. The PD&TE and RAE Departments continue to support administrators as they observe and score teachers, and teachers as they receive their evaluation scores.

Instructional staff can enroll in a variety of district-provided training on instructional practices or may take an in-depth, optional class on the PRIDE system, its underlying research base and instructional strategies designed to improve instructional practice in each competency. In addition, many videos and digital handouts have been created and stored in an instructional repository housed in Blackboard so they can be accessed on-demand. They include instructional strategies as well as information on TES, the LIIS and how SGM and VAM scores are calculated.

Principals and district staff are using results from evaluations to analyze staff needs and to plan future professional development offerings. TES is digitally part of the LIIS, and many links to resources and courses have been included in the PRIDE and SGM components so teachers have easy and immediate access to them when analyzing their evaluation results or discussing them with their supervisor.

In addition, teachers have access to formative assessment and benchmark data in the LIIS which indicates how students are doing so they can provide appropriate interventions as needed. This student performance information will help them make daily instructional decisions and improve student learning and growth.

Teachers who are identified as Needs Improvement must enroll in the Performance Improvement Process (PIP) to receive intensive, individualized professional development focused on their particular needs. During this time, a teacher-coach is assigned to provide assistance. While this person does not evaluate the teacher, he/she does provide peer assistance to help the teacher decipher the evaluation data in order to suggest practices for improvement. Coaches used for teachers on assistance participate in training and have an understanding of the PRIDE competencies. They are monitored by district personnel in the PD&TE Department.

Teachers in fields where special procedures are required:

The district has a number of educators identified as non-classroom teachers who are not directly responsible for teaching content skills and so are evaluated with a modified PRIDE rubric for non-classroom instructors:

1) Educators who work with all students at a particular school.
2) Educators who work at several schools or at the district level.

Each year, the district updates the list of these educators based on their teaching assignments and/or work location, and a verification notice is provided to the teacher for confirmation. RAE staff will work together with the Union to continuously monitor this process and specify additional procedures for these teachers, if needed.

Identified Teaching Fields:

Job titles for these educators include:

• Administrative Intern • Behavior Specialist • Counselor • School Social worker • Physical Therapist • Occupational Therapist • Program Specialist	• Exceptional Student Education (ESE) Liaison • English Speakers of Other Languages (ESOL) Liaison • Trainer, Instructional • Dropout Prevention Specialist • Safe School Liaison • Specialist, PD&TE • Homebound Teacher

* Media centers currently are staffed with paraprofessional aides, not instructional staff.

Parent input:

Parents have many opportunities to provide input to school and district administrators. Each school has a School Advisory Council (SAC) and a Parent-Teacher Organization (PTO), through which parents are encouraged to participate in school policy-building and decision-making. In addition, principals often phone or meet with parents to gather their input or work together to solve student academic and behavioral challenges. Principals will continue these activities, and if needed, will provide ad hoc committees or other opportunities for parents to provide additional input.

Every parent also is encouraged to participate in the annual, district-wide climate survey, through which they can share opinions on a wide range of topics. The district will continue these efforts.

Peer assistance:

Peer coaching is used to support teacher growth, but will not be included as part of teacher evaluation ratings. Coaching programs in the district include the year-long Sarasota County Induction Program (SCIP) for new teachers. At schools, teachers also receive and provide peer mentoring and coaching while working in their collaborative planning teams and through their School Wide Support Team.

6. District Evaluation Procedures

Reporting evaluation results:

As noted earlier, the LIIS is used to record PRIDE scores, store value-added and student growth measures, as well as calculate final TES scores. Once a supervisor submits the PRIDE results, the LIIS sends an automated email to the instructor, informing them that there is a PRIDE report available for view and approval. The system is password protected, and instructional staff can view their scores once logged into the system. This automated system ensures that written evaluation reports are available to instructors long before the required 10-day period is over. It also allows district-level staff with higher level access to view individual instructor's results. This may include Executive Directors of Elementary, Middle or High School or the district Superintendent.

Supervisors are required to schedule discussions with teachers shortly after filing PRIDE results, so they can review strengths and weaknesses or suggest professional learning opportunities. At this time, the instructor can express differing views about the evaluation and they can submit written comments when viewing the PRIDE results in the LIIS. Electronically viewing and accepting the evaluation results also provide a date/time stamp included as part of the permanent record.

Teachers who receive a final rating of Unsatisfactory are notified of this status by their supervisor, who schedules a meeting to discuss this performance result. This starts the Performance Improvement Plan (PIP) process.

Through the usual reporting processes, the district will annually provide names of those instructional personnel who receive two consecutive unsatisfactory evaluations to the Florida Department of Education, as well as notice of instructional personnel who are given written notice of intent to terminate or not renew their employment.

7. __District Self-Monitoring__

Monitoring the evaluation system:

Sarasota County Schools recognizes that an evaluation system must be fair and accurate in order to drive improvement in teacher instructional practice. That is why district leaders have provided and continue to offer training to school-based instructional leaders to ensure inter-rater reliability and a strong understanding of the criteria included in the PRIDE rubric.

To monitor that evaluation criteria, policies and procedures are accurately followed, the heads of PD&TE and RAE will annually review evaluation results to spot trends and identify areas of concern. The LIIS includes a historical record of both PRIDE and student growth for each teacher and a record of ratings conducted by each evaluator. This database will serve as a digital record of all evaluations and therefore permit evaluator ratings to be queried. Such queries, as part of the internal evaluation of the TES system, will identify areas of concern and facilitate additional administrator training, if warranted.

Since timely feedback is important in helping teachers improve their practice, RAE staff monitors the LIIS functionality at the close of each school year to ensure timely presentation of PRIDE results to classroom and non-classroom instructors.

The functional operation of the TES in the LIIS will be evaluated by the RAE Department. In time, when enough longitudinal data has been collected, the relationship between the evaluation indicators and student achievement outcomes will be studied and the system revised. Feedback will lead to continuous improvement of the LIIS, evaluation system and professional development.

Supporting professional development:

The district's LIIS will house the PRIDE results and final TES ratings, and also serves as a repository for instructional resources. The LIIS serves as a large informational learning system which links student performance information, professional development opportunities, targeted instruction and curricular resources. By aligning and providing electronic links between PRIDE competencies and these resources, the LIIS makes it easy for teachers to see their individual weaknesses and immediately find appropriate resources to address those needs. It allows teachers to take responsibility

for their own learning, while also offering resources that school-based administrators can use when coaching teachers.

Supporting School Improvement Plans:

The District Improvement and Assistance Plan (DIAP) and the school improvement plans (SIP) draw attention to student needs across the district and at each school. Overall, Sarasota students demonstrate strong academic achievement, but there are achievement gaps and areas requiring targeted interventions. As part of the process to develop these plans, district and school employees review relevant student data and teacher evaluations to identify needs.

Evaluation and student performance data housed in the LIIS will be used to identify both broad and specific student and teacher needs. Administrators and teachers can then collaborate to plan improvements which will address these needs. This information will be incorporated into the SIP and DIAP development process and will allow better information sharing among teachers, administrators, students and parents.

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers.

Appendix A – Checklist for Approval

Performance of Students: The district has provided and meets the following criteria:

For all instructional personnel:
- ☑ The percentage of the evaluation that is based on the performance of students criterion.
- ☑ An explanation of the scoring method, including how it is calculated and combined.
- ☑ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:
- ☑ The student performance measure(s).
- ☑ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:
- ☑ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☑ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☑ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:
- ☑ Documented that VAM results comprise at least one-third of the evaluation.
- ☑ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:
- ☑ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☑ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice: The district has provided and meets the following criteria:

For all instructional personnel:
- ☑ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☑ At least one-third of the evaluation is based on instructional practice.
- ☑ An explanation of the scoring method, including how it is calculated and combined.
- ☑ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:
- ☑ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:
- ☑ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:
- ☑ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:
- ☑ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance: The district has provided and meets the following criteria:

- ☑ Described the additional performance indicators, if any.
- ☑ The percentage of the final evaluation that is based upon the additional indicators.
- ☑ The scoring method, including how it is calculated and combined.

Summative Evaluation Score: The district has provided and meets the following criteria:

- ☑ Summative evaluation form(s).
- ☑ Scoring method, including how it is calculated and combined.
- ☑ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements: The district has provided and meets the following criteria:

- ☑ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☑ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☑ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:
- ☑ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☑ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:
- ☑ Processes for providing timely feedback to the individual being evaluated.
- ☑ Description of how results from the evaluation system will be used for professional development.
- ☑ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☑ All instructional personnel must be evaluated at least once a year.
- ☑ All classroom teachers must be observed and evaluated at least once a year.

☑ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:
☑ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
☑ Description of the district's criteria for inclusion of parental input.
☑ Description of manner of inclusion of parental input.
☑ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
☑ Description of the district's peer assistance process, if any.

District Evaluation Procedures: The district has provided and meets the following criteria:

☑ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  ➢ That the evaluator must discuss the written evaluation report with the employee.
  ➢ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
☑ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
☑ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring: The district self-monitoring includes processes to determine the following:

☑ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
☑ Evaluators provide necessary and timely feedback to employees being evaluated.
☑ Evaluators follow district policies and procedures in the implementation of evaluation system(s).
☑ The use of evaluation data to identify individual professional development.
☑ The use of evaluation data to inform school and district improvement plans.

Appendix B

Evaluation Documents

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION
PROFESSIONAL **R**UBRICS **I**NVESTING & **D**EVELOPING **E**DUCATOR EXCELLENCE
PERFORMANCE EVALUATION SYSTEM

<u>ALL TEACHERS: PRIDE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN</u>
<u>CLASSROOM AND NON-CLASSROOM INSTRUCTIONAL</u>

Name _____ Cost Center/School _____ School Year _____

Specify School or Area Improvement Goal
Professional Growth Objective Must include clearly defined professional development objectives
Expected Student Outcomes Must include specific and measurable improvements in student performance expected to result from the professional development activity(ies)
Professional Development Activity(ies) May include workshops, study groups, action research, coaching, reading resources, classroom visits, self-study, activities related to the Sarasota County curriculum, subject content or teaching methods, technology, assessment and data analysis, classroom management, school safety or other
Evaluation of Professional Development Plan Describe the student performance data to be used to demonstrate objective accomplishment. Must measure the extent to which each professional development activity accomplished student performance gains expected to result from the training activity(ies).
Use of Parent Input to Assess Attainment of Objective Describe how parent input will be used to assess attainment of objective.

Assistance and/or Resources Required	
Collaborating Personnel	

Administrator's Final Review Comments

INITIAL REVIEW MEETING   **FINAL REVIEW MEETING**

_____ _____   _____ _____
Teacher Signature   Date   Teacher Signature   Date

_____ _____   _____ _____
Evaluator Signature   Date   Evaluator Signature   Date

PRIDE RUBRIC – NON-CLASSROOM INSTRUCTIONAL

DOMAIN I. CREATING A CULTURE FOR LEARNING
The Non-Classroom Instructor (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	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
I.1. Establishing High Expectations for Learning and Work	There is little or no evidence that NCI communicates expectations for performance. There is little or no effort to celebrate or recognize success. NCI makes excuses for poor performance of self and/or others.	NCI inconsistently uses praise strategically to motivate others to the highest level of performance. NCI accepts completion of work regardless of quality.	NCI communicates high expectations for performance most of the time. NCI emphasizes accuracy and quality most of the time.	NCI consistently communicates high expectations for all work. NCI emphasizes accuracy, quality, and encourages others to take pride in their work and the work of others.
I.2. Creating an Environment of Respect and Rapport	There is limited or no evidence that the NCI honors the cultural and developmental differences of others. NCI's interactions with others are negative, demeaning, sarcastic and/or inappropriate. NCI tolerates student and/or staff interactions characterized by conflict, sarcasm, and put-downs.	NCI inconsistently holds others accountable for respectful behavior and/or an appreciation of diversity.	NCI models tolerance for all students and/or staff and holds them responsible for respectful behavior most of the time. NCI honors the cultural and developmental differences among students, parents, and/or staff most of the time.	NCI consistently 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 consistently uses resources that reflect diversity in practice and/or product.
I.3. Organizing the Physical Environment	NCI makes inadequate use of the physical environment.	NCI inconsistently arranges for the physical environment to be safe and accessible. However, the arrangement does not facilitate the learning/professional activities.	NCI arranges for the physical environment to be safe and accessible. The arrangement facilitates the learning/ professional activities most of the time.	NCI consistently arranges the physical environment to facilitate learning/professional activities.
I.4. Managing Procedures in the Professional Setting	NCI has limited or no procedures to ensure effective professional practices.	NCI establishes professional procedures but applies them inconsistently.	NCI establishes effective professional procedures and applies them most of the time.	NCI consistently applies effective professional procedures.
I.5. Managing Participant Behavior	NCI has limited or no standards for conduct. 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 inconsistently monitored and enforced.	NCI monitors behavior based on standards for participant conduct. NCI is direct, specific, and consistent in communicating and enforcing high standards most of the time.	NCI consistently monitors behavior based on standards for participant conduct. NCI is direct, specific, and consistent in communicating and enforcing high standards. NCI maintains positive relationships with participants.
I.6 Modeling Oral and Written Communication Skills	NCI's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving participants confused.	NCI's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to participants' ages or backgrounds.	NCI's spoken and written language is clear and correct. Vocabulary is appropriate to participants' ages and interests.	NCI's spoken and written language is clear and correct and expressive, with well-chosen vocabulary that enriches the presentation.

PRIDE RUBRIC – NON-CLASSRROM INSTRUCTIONAL

DOMAIN II. PLANNING FOR SUCCESS
The Non-Classroom Instructor (NCI) demonstrates a deep knowledge of professional practices; aligns professional objectives and learner outcomes with approved program, and uses data to assess programmatic and individual needs. The NCI also plans appropriate assessments and uses time effectively.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
II.1. **Demonstrating Knowledge of Current Trends in Program Area and Professional Practice**	NCI demonstrates limited understanding and/or application of current trends and professional practices.	NCI demonstrates basic understanding of current trends and professional practices. However, it is inconsistently applied to professional practice.	NCI demonstrates understanding of current trends and professional practices and applies them in their area of expertise most of the time.	NCI demonstrates understanding of current trends and professional practices and applies them in their area of expertise.
II.2. **Aligning Program Objectives to School/District Goals.**	NCI's program consists of a random selection of unrelated objectives/ activities lacking coherence or an overall structure.	NCI's plan has a guiding principle and includes a number of worthwhile objectives/activities, but most of them are not aligned with specific school/district goals or based on assessed needs.	NCI's plan has a guiding principle and includes some objectives and activities that are aligned with school/district goals and some that are based on assessed needs.	NCI has developed a plan that includes professional objectives and activities that are aligned with assessed needs and school/district goals.
II.3. **Using Data to Attend to Individual Needs**	NCI rarely bases professional practice decisions on student learning data and/or assessed needs.	NCI inconsistently uses basic data to adjust professional practices and goals. Professional decisions for addressing individual differences and needs are not evident.	NCI uses data and identifies gaps to adjust professional practices and goals most of the time. Professional decisions for addressing individual differences and needs are sometimes evident.	NCI continually analyzes data and identifies gaps to adjust programs and practices. Assessment data is used in collaboration with colleagues to ensure best professional practices. NCI uses data to address individual student/learner needs.
II.4. **Planning Formative and Summative Assessments**	NCI rarely plans for assessment prior to program/services. Assessments rarely measure progress toward goal.	NCI inconsistently 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 most of the time.	NCI plans and uses multiple appropriate methods of assessment on an ongoing basis to measure program/service effectiveness.
II.5. **Determining Strategies for Meaningful/ Coherent Delivery of Services**	NCI rarely connects learning/program activities with prior knowledge, and/or learning activities are rarely appropriate.	NCI's planned activities inconsistently support the program/service goals and objectives. NCI makes content and expectations clear only after learners/participants express confusion.	NCI's plans activities that support the program/service goals and objectives most of the time. NCI makes content and expectations clear.	NCI plans activities that build on prior learning/progress and align with needs in a coherent progression. NCI responds appropriately to individual needs.
II.6. **Using Time Effectively**	NCI inadequately plans for time management. 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 inconsistently follows them. Activities are often rushed or too long.	NCI has established routines and procedures. There is evidence of effective preparation and time on task is maximized most of the time.	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.

PRIDE RUBRIC – NON-CLASSRROM INSTRUCTIONAL

DOMAIN III. INSTRUCTING AND ASSESSING FOR PARTICIPANT ACHIEVEMENT

The Non-Classroom Instructor (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	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
III.1. Engaging Participants	NCI rarely plans for the active engagement of all participants. NCI allows personal or participant off-task behavior. Pacing is hurried or slow.	NCI plans activities that call for passive participation therefore participant engagement is low. NCI allows off-task behaviors. Appropriate pacing of the activity is inconsistent.	NCI plans activities that call for passive and active participation. Pacing of the activity is appropriate for most participants.	NCI implements plans for participants to actively access, process and communicate information in ways that indicate they are on task and actively engaged. NCI uses technology effectively to engage participants. Pacing of the activity is appropriate for all participants.
III.2. Varying Content to Meet Participant Needs	NCI's pacing and level of the activity rarely allows for individual needs.	NCI recognizes some individual needs but inconsistently develops appropriate activities or varies content effectively.	NCI recognizes group and individual needs and develops appropriate activities and varies content most of the time.	NCI recognizes group and individual needs and develops appropriate activities and varies content effectively. Opportunities are provided for participants to select activities based on learning styles, needs, abilities, and/or interest.
III.3. Using Quality Questions and Discussion	NCI makes inadequate use of questioning techniques. NCI asks predominately low-order questions. NCI rarely provides wait time and allows unison response. NCI rarely provides opportunities for discussion.	NCI questions are predominately low-order and invite little response. NCI inconsistently permits wait time and allows unison response. NCI inconsistently attempts to engage participants.	NCI asks high and low order questions. NCI provides wait time and requires specific response. NCI uses questions and feedback to help direct the activity and check for understanding most of the time. NCI provides opportunity for participant interaction or discussion most of the time.	NCI directs high and low order questions individually to the appropriate participant to introduce, extend and/or reinforce the activity. NCI uses questions and feedback to help direct the activity and check for understanding.
III.4. Adjusting and Monitoring Activity to Enhance Achievement and Reach Mastery	NCI rigidly adheres to planned activities. Rarely adapts or revises activity based on needs. NCI denies responsibility for participants who are having difficulty.	NCI inconsistently plans formative assessments and may make adjustments erroneously. NCI does not vary the methods of assessment. NCI has limited knowledge of ways to support struggling learners/participants.	NCI plans and uses formative assessments and makes adjustments most of the time.	NCI adjusts activity/program based on individual performance. NCI exchanges feedback with participants so they can increase their skills. NCI is persistent in supporting struggling participants to reach goal(s).
III.5. Developing Interventions and/or Locating Resources to Increase Student Achievement and Meet Goals	NCI rarely plans and mismatches interventions/fails to locate resources indicated by the findings of student/ participant assessment results.	NCI inconsistently plans interventions/resources that are partially suitable or inconsistently aligned with identified needs. NCI provides limited opportunities to collect information about participant learning.	NCI plans a variety of interventions/resources that are suitable and aligned with identified needs most of the time.	NCI plans a variety of effective interventions/resources that are suitable and aligned with identified needs.
III.6. Using Technology To Support Learning	NCI rarely uses technology as required by job responsibilities.	NCI inconsistently uses technology in the delivery of services/instruction as required by job responsibilities. NCI relies on others (e.g. lab teacher, technology coach) to get technology into the hands of the students/participants (as appropriate).	NCI uses technology in the delivery of services/instruction. NCI's activity plans make use of district provided technology resources most of the time. NCI uses technology to access student data.	NCI's activity plans make use of district provided technology resources. Instruction/program planning reflects innovative strategies integrating technology. NCI facilitates the use of technology by participants as appropriate. NCI uses technology to access and communicate student data.

PRIDE RUBRIC – NON-CLASSRROM INSTRUCTIONAL

DOMAIN IV. COMMUNICATING PROFESSIONAL COMMITMENT

The Non-Classroom Instructor (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 family and community.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
IV.1. **Complying with and Implementing all Federal and State laws, as well as District Policies and Procedures**	NCI performance may indicate disciplinary concern(s).	NCI inconsistently complies with and implements Federal and State law, as well as District policies and procedures relating to the education and well - being of all students.	NCI complies fully with and implements Federal and State law, as well as District policies and procedures relating to the education and well-being of all students.	NCI takes a leadership role at the department, school and/or district level in planning and supporting initiatives/ activities that implement Federal and State law, as well as District policies and procedures.
IV.2. **Taking Responsibility for Professional Development** • **IPDP written** • **IPDP reviewed, monitored and evaluated by teacher and administrator**	NCI performance may indicate disciplinary concern(s).	NCI attends only mandated staff development and does not integrate professional learning into practice and program area.	NCI attends mandated staff development and integrates professional learning into practice and program area most of the time.	NCI attends mandated and additional staff development regularly. NCI integrates professional learning into practice and program area. NCI refines and assesses effectiveness of strategies in terms of student achievement.
IV.3. **Collaborating with Colleagues for Student Progress**	NCI performance may indicate disciplinary concern(s).	NCI works in isolation and only participates in collegial activities when required.	NCI contributes to collegial interactions focused on student achievement and well-being.	NCI initiates collegial interactions focused on student achievement and well-being. NCI demonstrates leadership among team, school and department staff to address student needs
IV.4. **Developing Positive Relationships with Families and Community**	NCI performance may indicate disciplinary concern(s).	NCI provides little or no information and/or rarely responds to family/community. NCI handles family/community concerns unprofessionally.	NCI maintains timely system(s) for communication with families regarding student progress and/or programs on a regular basis. NCI appropriately responds to family/ community concerns.	NCI collaborates with families to address student progress and needs. NCI responses to family concerns are handled with sensitivity. NCI builds positive relationships with families and community focused on student achievement and well-being.

NOTE: **Domain IV is part of the TES. It may be marked as performance. Behavior deemed unsatisfactory may result in documented disciplinary action.**

PRIDE OBSERVATION (SHORT FORM) - NON-CLASSROOM INSTRUCTIONAL

Name _____ Grade/Subject _____

Cost Center/School _____ Evaluator _____

Indicators	PRIDE Domain	Observation Notes	Not Observed
Communicates high expectations for self and others.	I. Culture		
Students, staff, parents and community are treated with respect.	I. Culture		
Working environment supports learning and professional activities.	I. Culture		
Models oral and written communication skills.	I. Culture		
Demonstrates understanding of current trends and professional practices.	II. Planning		
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.	II. Planning		
Uses time effectively.	II. Planning		
Plans for active participation and modeling integration of technology for engagement.	II. Planning		
Uses appropriate strategies to support all learners.	III. Instructing & Assessing		
Uses a balance of high and low order questioning to increase rigor.	III. Instructing & Assessing		
Plans a variety of intervention/resources to support student achievement.	III. Instructing & Assessing		
Adjustments are made to activity/programs based on individual performance.	III. Instructing & Assessing		
Plans objectives interventions, resources that are aligned with identified needs.	III. Instructing & Assessing		
Complies and implements federal, state laws and district policies and procedures.	III. Instructing & Assessing		

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.
The form must be returned to Evaluator within three (3) working days.

☐   If you would like a conference, check here.

_____ _____ _____ _____
Teacher Signature   Date   Evaluator Signature   Date

PRIDE On-Going Observation Form
NON-CLASSROOM INSTRUCTIONAL

Teacher Name _____ Position _____

Evaluator Name _____ School _____

Domain I. Creating a Culture for Learning

I.1. Establishing High Expectations for Learning and Work

I.2. Creating an Environment of Respect and Rapport

I.3. Organizing the Physical Environment

I.4. Managing Procedures in a Professional Setting

I.5. Managing Participant Behavior

I.6. Modeling Oral and Written Communication Skills

Domain II. Planning for Success

II.1. Demonstrating Knowledge of Current Trends in Program Area and Professional Practice

---

Teacher Name _____ Position _____

Evaluator Name _____ School _____

II.2. Aligning Program Objectives to School/District Goals
II.3. Using Data to Attend to Individual Needs
II.4. Planning Formative and Summative Assessments
II.5. Determining Strategies for Meaningful/Coherent Delivery of Services
II.6. Using Time Effectively
Domain III. Instructing and Assessing for Student Achievement
III.1. Engaging Participants
III.2. Varying Content to Meet Participant Needs
III.3. Using Quality Questions and Discussion

Teacher Name _____ Position _____
Evaluator Name _____ School _____

III.4. Adjusting and Monitoring Activity to Enhance Achievement and Reach Mastery
III.5. Developing Interventions and/or Locating Resources to Increase Student Achievement and Meet Goals
III.6. Using Technology to Support Learning

Domain IV. Communicating Professional Commitment
IV.1. Complying with and Implementing all Federal and State Laws, as well as District and School Policies and Procedures
IV.2. Taking Responsibilities for Professional Development ■ IPDP written ■ IPDP reviewed, monitored & evaluated by teacher and administrator
IV.3. Collaborating with Colleagues for Student Progress
IV.4. Developing Positive Relationships with Families and Community

RET: Master, 25FY aft sep or term, GS1-SL, 19   029-08-PDC-HMR
    Dupl., OSA   Rev. 9-19-2013
                                                                          Page 3 of 4

9

Teacher Name _____ Position _____
Evaluator Name _____ School _____

Other Comments

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.
Signed form must be returned to evaluator within 3 work days.

_____ _____
Teacher Signature   Date

_____ _____
Evaluator Signature   Date

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION
TEACHER **E**VALUATION **S**YSTEM (TES)

<u>PRIDE POST OBSERVATION CONFERENCE FORM</u>
<u>CLASSROOM AND NON –CLASSROOM INSTRUCTIONAL</u>

Instructions: Use this form to guide discussions at Post-Conferences with teachers. For Category 1 teachers, refer also to the completed Pre-Conference Observation Form and Lesson Plan Guide or Pre-Conference Observation Form and Meeting/Conference Plan Guide.

Teacher _____   Observer _____

Cost Center/School _____   Date of Observation(s) _____

Information discussed
Comments by the Evaluator
Recommendations
Comments by the Instructional Staff Member (optional)

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement. Signed form must be returned to evaluator within 3 work days.

_____ _____   _____ _____
Teacher Signature   Date   Evaluator Signature   Date

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION
TEACHER EVALUATION SYSTEM (TES)

PRIDE COMPONENT OF THE TEACHER EVALUATION SYSTEM
NON-CLASSROOM INSTRUCTIONAL

School Year	School	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective	Comments
Name						
Position						
Evaluator		0	1	2	3	
Domain I. Creating a Culture for Learning						**Domain I Total (24 Possible Points)**
I. 1. Establishing High Expectations for Learning and Work (1)						
I. 2. Creating an Environment of Respect and Rapport (2)						
I. 3. Organizing the Physical Environment (0.5)						
I. 4. Managing Procedures in the Professional Setting (2)						
I. 5. Managing Participant Behavior (2)						
I. 6. Modeling Oral and Written Communication Skills (0.5)						
Domain II. Planning for Success						**Domain II Total (34.5 Possible Points)**
II. 1. Demonstrating Knowledge of Current Trends in Program Area and Professional Practice (2)						
II. 2. Aligning Program Objectives to School/District Goals (2)						
II. 3. Using Data to Attend to Individual Needs (1.5)						
II. 4. Planning Formative and Summative Assessments (2)						
II. 5. Determining Strategies for Meaningful/Coherent Delivery of Services (2)						
II. 6. Using Time Effectively (2)						
Domain III. Instructing & Assessing for Student Achievement						**Domain III Total (34.77 Possible Points)**
III. 1. Engaging Participants in Learning (1.5)						
III. 2. Varying Content to Meet Participant Needs (2.75)						
III. 3. Using Quality Questions and Discussion (1.59)						
III. 4. Adjusting and Monitoring Activity to Enhance Achievement (2)						
III. 5. Developing Interventions and/or Locating Resources to Increase Student Achievement and Meet Goals (2)						
III. 6. Using Technology to Support Learning (1.75)						
Domain IV. Communicating Professional Commitment						**Domain IV Total (6.75 Possible Points)**
IV. 1. Complying with and Implementing all Federal and State laws, as a well as District Policies and Procedures (0.75)						
IV. 2. Taking Responsibility for Professional Development (0.5)						
IV. 3. Collaborating with Colleagues for Student Progress (0.5)						
IV. 4. Developing Positive Relationships w/ Families & Community (0.5)						
Total						

Teacher signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.

Evaluator Signature	**Date**
Teacher Signature	**Date**
Submission Evaluator Signature	**Date**

PRIDE summary report as generated in the LIIS.

Non-Classroom Teacher PRIDE Final Evaluation 13-14

Name:
User ID:
School:
User Type:
Email:

Teacher Name:	
Position:	
School:	
Evaluator:	

SARASOTA COUNTY SCHOOLS

PRIDE Total Score	100.00
PRIDE Concordant	4.00

Expand each domain and select a rating (0-low to 3-high) for each item.

Comments	Expand/Collapse All	Score	Weight	Your Total Points	District Average	Professional Dev. Per Competency/Domain
View Comment ∧	**Domain I. Creating a Culture for Learning**					
	I.1. Establishing High Expectations for Learning and Work	3 ∨	1	3.00		PD Activities for Credit / Free Online Videos / Other Resources
	I.2. Creating an Environment of Respect and Rapport	3 ∨	2	6.00		PD Activities for Credit / Free Online Videos / Other Resources
	I.3. Organizing the Physical Environment	3 ∨	0.5	1.50		PD Activities for Credit / Free Online Videos / Other Resources
No Comments	I.4. Managing Procedures in the Professional Setting	3 ∨	2	6.00		PD Activities for Credit / Free Online Videos / Other Resources
	I.5. Managing Participant Behavior	3 ∨	2	6.00		PD Activities for Credit / Free Online Videos / Other Resources
	I.6. Modeling Oral and Written Communication Skills	3 ∨	0.5	1.50		PD Activities for Credit / Free Online Videos / Other Resources
	TOTAL FOR DOMAIN (24.00 Possible Points)			24.00		
View Comment ∨	**Domain II. Planning for Success**					
	TOTAL FOR DOMAIN (34.50 Possible Points)			34.50		
View Comment ∨	**Domain III. Instructing & Assessing for Student Achievement**					
	TOTAL FOR DOMAIN (34.77 Possible Points)			34.77		
View Comment ∨	**Domain IV. Communicating Professional Commitment**					
	TOTAL FOR DOMAIN (6.75 Possible Points)			6.75		
	TOTAL FOR ALL DOMAINS (100.00 Possible Points)			100.02		

EVALUATOR: When all scoring of each Domain is completed, click the checkbox in the Initial Evaluator Signature field to sign the evaluation and notify the Evaluatee

☑ **Initial Evaluator Signature:** _____ Date: May 28,2014 10:56 AM
Teacher signature is required and only acknowledge an opportunity to review information. It does not necessarily indicate agreement.
☑ **Teacher Signature:** _____ Date: June 17,2014 12:30 PM
☑ **Submitting Evaluator Signature:** _____ Date: June 18,2014 12:43 PM

School Board of Sarasota County, Florida, complies with State Statues on Veteran's Preference and Federal Statues on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

Teacher's name

SARASOTA COUNTY SCHOOLS

Evaluation Components	Points Earned	Concordant Points (0-4) Possible	Weight in Total Appraisal	Number of Years of Data Included
FSLA/PRIDE	Details	4.00	67%	1
Student Growth Component	Details	3.13	33%	3
Final Score		3.71		

Evaluation Components

- Component
- Student Growth Component
- Final Score
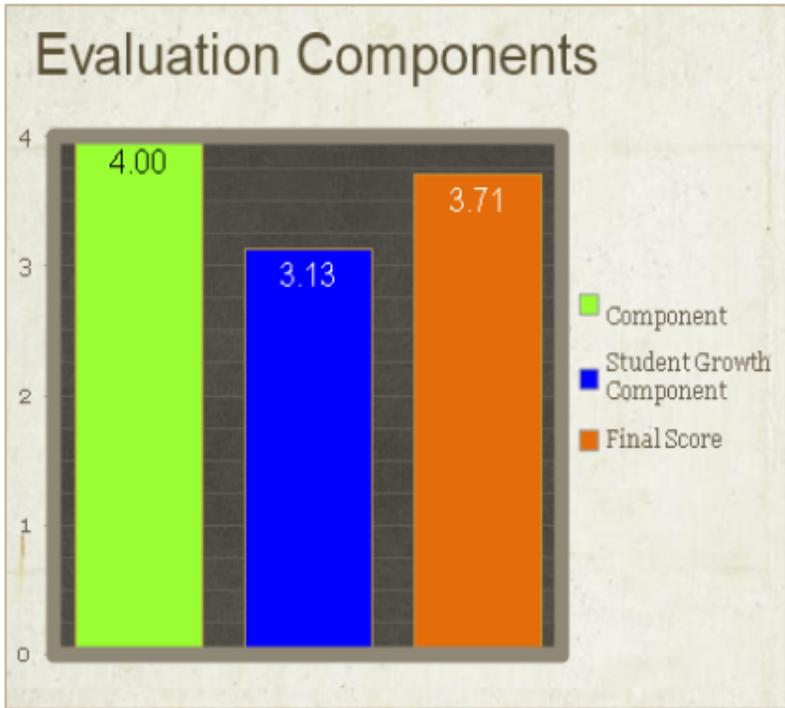
Final Rating = 3.71 Highly Effective

Concordant Range		
	Minimum	Maximum
Highly Effective	3.00	4.00
Effective	2.00	2.99
Needs Improvement	1.00	1.99
Unsatisfactory	0.00	0.99

Resources

I acknowledge that I have reviewed this report.

☑ *Electronically acknowledged by* ▭ *on October 30,2015 02:58 PM*

Evaluatee Signature: _____ **Date:**

14

PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL

DOMAIN I. CREATING A CULTURE FOR LEARNING

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

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
I.1. Establishing High Expectations for Student Learning and Work	There is little or no evidence that the teacher communicates high expectations for student performance. There is little or no evidence that the teacher celebrates and/or recognizes student success. Teacher makes excuses for poor student performance.	Teacher communicates high expectations inconsistently. Teacher inconsistently uses praise strategically to motivate students to the highest level of performance. Teacher accepts completion of student work regardless of quality.	Teacher communicates high expectations for all student work most of the time. Teacher emphasizes accuracy and quality most of the time.	Teacher consistently communicates and models high expectations including accuracy and quality for all student work related to the learning goal. Teacher creates a culture in which students assume responsibility for holding themselves to the highest standard.
I.2. Creating an Environment of Respect and Rapport	The classroom culture reflects little or no evidence of positive interactions, tolerance and/or diversity between students and teacher as well as student to student. Teacher interaction is negative, demeaning, sarcastic and/or inappropriate. Teacher tolerates student interactions characterized by conflict, sarcasm, and put-downs.	Teacher inconsistently models respectful behavior, inconsistently holds students accountable for respectful behavior, and inconsistently demonstrates an appreciation of diversity.	Teacher models tolerance for all students and holds students responsible for respectful behavior. Teacher honors the cultural and developmental differences among students.	The classroom culture consistently reflects positive interactions, honoring diversity between students and teacher as well as student to student. Teacher consistently uses resources that reflect diversity in instruction, assignments, and product.
I.3. Organizing the Physical Environment	Teacher demonstrates little or no evidence of organizing the physical environment to support the learning activities. The physical environment is frequently unsafe.	Teacher creates a physical environment that is safe but inconsistently supports the learning activities.	Teacher arranges the physical environment to support learning activities most of the time. Teacher displays student work.	Teacher creates a personalized physical environment that is invitational, student-centered, and consistently supports learning activities. Teacher consistently displays exemplars of current student work.
I.4. Managing Classroom Procedures	Teacher has limited or no classroom procedures resulting in a significant loss of time on task.	Teacher establishes classroom procedures but inconsistently enforces them resulting in significant loss of time on task.	Teacher enforces established classroom procedures most of the time resulting in greater time on task.	Teacher consistently holds students responsible for following established procedures resulting in maximized time on task. Classroom procedures have become routine.

PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL

DOMAIN I. CREATING A CULTURE FOR LEARNING
The teacher creates a culture for learning through building positive relationships with students. This organized safe learning environment encourages high expectations for all students and allows them to feel respected and valued.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
I.5. Managing Student Behavior	Teacher has limited or no standards for student conduct. Student behavior is not monitored.	Teacher has established classroom rules and consequences; however, standards for conduct are not consistently monitored and enforced through an established behavior system. Teacher is working to establish positive student relationships.	Teacher monitors behavior based on standards for conduct most of the time and is working to establish positive student relationships.	Teacher is direct, specific, and consistent in communicating and enforcing high standards of conduct. Teacher consistently maintains positive relationships with students.
I.6. Modeling Oral and Written Communication Skills	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher models spoken and written language that is clear and correct. Vocabulary is appropriate to students' ages and interests.	Teacher models spoken and written language that is clear and correct and expressive, with well-chosen academic vocabulary that enriches the lessons.

DOMAIN II. PLANNING FOR SUCCESS
The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and used instructional time effectively.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
II.1. Demonstrating a Deep Knowledge of Content	Teacher makes content errors. Teacher rarely corrects content errors made by students.	Teacher has an understanding of content knowledge; however, is unable to extend the knowledge of the content to students effectively.	Teacher has an understanding of content knowledge and is able to convey it to students effectively. Teacher relates and integrates the subject matter with other disciplines and real-world experiences when appropriate.	Teacher demonstrates a comprehensive understanding of the content and its prerequisite relationships to curriculum standards, objectives, and concepts. Teacher consistently relates and integrates the subject matter with other disciplines and life experiences to establish relevance. Teacher addresses anticipated student misconceptions of the content and is able to field questions correctly. Teacher plans and prepares for effective scaffolding to promote the students' deep understanding and transfer of content. Teacher plans and prepares for appropriate attention to established learning goals.

PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL

<table>
<tr><td colspan="5">DOMAIN II. PLANNING FOR SUCCESS
<i>The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and used instructional time effectively.</i></td></tr>
<tr><td rowspan="2">COMPETENCY</td><td colspan="4" align="center">INDICATORS</td></tr>
<tr><td align="center">Unsatisfactory 0</td><td align="center">Developing/Needs Improvement 1</td><td align="center">Effective 2</td><td align="center">Highly Effective 3</td></tr>
<tr>
<td>II.2.
Aligning Student Outcomes to State Standards</td>
<td>Teacher rarely makes decisions regarding instructional objectives that reflect knowledge of the standards.</td>
<td>Teacher solely relies on the textbook to determine the instructional objectives. Teacher inconsistently bases instruction on standards.</td>
<td>Teacher utilizes state standards when planning for instruction. Teacher uses a variety of resources to plan for and align instruction. Teacher ensures that the learning goal is evident to all students.</td>
<td>Teacher aligns instruction with state standards, high stakes assessment(s) and progress monitoring of individual student performance to drive instruction. Written learning goals are posted/easily accessible for students. Students can explain in their own words what they are learning and why.</td>
</tr>
<tr>
<td>II.3.
Using Data to Attend to Individual Student Needs</td>
<td>Teacher rarely bases instructional decisions on student learning data. Teacher provides little or no evidence that instruction is based on students' needs.</td>
<td>Teacher uses data to adjust instruction for the class; however, teacher inconsistently uses data to adjust instruction for individual students' needs.</td>
<td>The teacher uses data and identifies gaps to adjust for class/individual student needs most of the time. In addition, teacher uses technological tools to collect and analyze student data.</td>
<td>Teacher continually analyzes classroom data and identifies gaps to adjust instruction and implements remedial and/or extension interventions. Assessment data is used in collaboration with colleagues in professional learning community meetings and is incorporated into the design of lesson plans and classroom instruction.
Teacher's lesson plans reflect differentiation. Teacher plans and prepares for the needs of English language learners, students with disabilities, and students who come from home environments that offer little support for schooling.</td>
</tr>
<tr>
<td>II.4.
Planning Formative and Summative Assessments</td>
<td>Teacher rarely plans for assessment prior to instruction. Assessments rarely measure what was taught. Teacher provides little or no evidence that the standards are assessed.</td>
<td>Teacher uses textbook assessments or other instructional materials that inconsistently measure the intended curriculum. Teacher creates assessments that do not adequately measure the standards.</td>
<td>Teacher plans summative assessments to measure student mastery of the standards most of the time. Teacher plans formative assessments to check for understanding during the lesson. Teacher uses assessment results to plan learning goals and activities for the next lesson most of the time.</td>
<td>Teacher consistently plans summative assessments to measure student mastery of the standards. Teacher consistently plans formative assessments to determine prior knowledge, check for understanding during the lesson, and in preparation for differentiation in subsequent lessons. Teacher consistently uses assessment results to plan learning goals and differentiate instruction for the next lesson. Teacher develops rubrics and uses models so students can monitor their learning.</td>
</tr>
</table>

DOMAIN II. PLANNING FOR SUCCESS
The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and used instructional time effectively.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
II.5. Determining Strategies For Meaningful/ Coherent Instruction	Teacher plans activities that rarely support or correlate with the instructional goals and objectives. Teacher lacks clarity of the content causing student confusion.	Teacher plans learning activities/strategies without attention to students' prior knowledge and/or consideration for students' learning levels.	Teacher plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression most of the time. Teacher develops learning experiences that require students to demonstrate a variety of applicable skills and competencies most of the time. Teacher gives attention to students needing remediation and extension activities to ensure mastery most of the time.	Teacher consistently plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression. Teacher consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. Teacher consistently gives attention to students needing remediation and extension activities to ensure mastery. Teacher plans learning tasks that focus on application of skills providing opportunities for critical thinking and problem solving.
II.6. Using Instructional Time Effectively	Teacher demonstrates little or no evidence of planning for the management of instructional groups, transitions, non-academic responsibilities, materials and supplies resulting in the loss of instructional time. Activities inadequately address learning goal(s).	Teacher inconsistently plans for the management of instructional groups, transitions, non-academic responsibilities, materials and supplies resulting in the loss of instructional time. Activities inconsistently address learning goal(s).	Teacher plans for the management of instructional groups, transitions, non-academic responsibilities, materials and supplies resulting in most students being on task and minimal loss of instructional time. Activities adequately address learning goal(s) most of the time.	Teacher's management of instructional groups, transitions, non-academic responsibilities, materials and supplies is seamless. Activities ensure an in depth conceptual coverage of the learning goal(s).

PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL

DOMAIN III. INSTRUCTING AND ASSESSING FOR STUDENT ACHIEVEMENT
The teacher uses a variety of strategies to engage students in learning. The instruction is varied by utilizing technology, quality questioning, and discussions. The teacher creates opportunities for students to monitor their own performance while making adjustments in the instruction in order to enhance student achievement.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
III.1. Engaging Students in Learning	Teacher rarely implements plans for the active engagement of all students. Activities and assignments are inappropriate for the cognitive level of students. Teacher ignores off-task behavior. Pacing of lessons is rarely considered.	Teacher implements activities that call for passive learning and are inappropriate for the cognitive level of students; therefore, student engagement is low. Teacher ignores off-task behavior. Pacing of lessons is too hurried, too slow or both.	Teacher involves students in active and collaborative learning activities that are appropriate for students' cognitive ability in order to reach the learning goal. Pacing of lessons is appropriate for most students.	Teacher consistently involves students in compelling, challenging, and cognitively appropriate learning experiences. Students' behavior and reactions indicate they are on task, engaged, and challenged. Pacing of lessons is appropriate for all students.
III.2. Varying Instruction to Meet Student Needs	Teacher instruction predominantly is whole group with no attention given to student data. The pacing and level of instruction are the same for all students in whole/small group and individually regardless of students' needs.	Teacher instruction is predominantly whole group with little attention given to student data. When small group instructional activities are planned, students participate in each activity regardless of skill level and/or interest.	Teacher differentiates instruction based on assessment data. Teacher balances whole and small group instruction most of the time. Small group instruction is based on skill level, interest, and/or cognitive ability. Teacher consistently applies varied instructional strategies and resources to meet the needs of English language learners, students with special needs, and students who come from home environments that offer little support.	Teacher differentiates instruction based on assessment data and recognizes individual differences in students. Teacher consistently balances whole and small group instruction based on student data. Opportunities are provided for students to select resources, activities, and/or products based on learning styles, interest, and/or cognitive ability. Teacher extends and remediates instruction to meet the needs of all students. Teacher implements plans that meet the needs of English language learners, students with special needs, and students who come from home environments that offer little support for schooling.

PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL

DOMAIN III. INSTRUCTING AND ASSESSING FOR STUDENT ACHIEVEMENT

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

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
III.3. **Using Quality Questions and Discussion**	Teacher makes inadequate use of questioning techniques. Teacher questions are predominantly low order. Teacher does not provide wait time and allows only unison response. Teacher does not provide opportunities for discussion.	Teacher questions are predominantly low order and invite little response and discussion. Teacher inconsistently provides wait time. Teacher inconsistently attempts to engage students in discussion.	Teacher asks high and low order questions that are both planned and spontaneous in order to reach the learning goal. Teacher uses questions and feedback to help direct the lesson and checks for understanding. Teacher provides opportunity for student interaction or discussion.	Teacher uses complex questioning techniques and feedback to help direct the lesson, guide student learning, and check for understanding. Teacher establishes procedures so that all students have opportunity to participate in interactive discussions. Teacher facilitates challenging discussions based on the learning goal(s) to stimulate independent, creative, and critical thinking.
III.4. **Monitoring Student Performance**	Teacher demonstrates little or no evidence of accurately utilizing a grading system to monitor student performance. Teacher awards grades inaccurately; grades are not based on student performance. Teacher rarely models for students therefore students do not know what mastery looks like or when mastery has been achieved.	Teacher has a grading system but uses it inconsistently. Teacher inconsistently provides models or learning goals with scales for students therefore students do not know what mastery looks like or when mastery has been achieved.	Teacher utilizes grading system accurately basing grades on student achievement. Teacher provides models and learning goals with scales and explains the criteria to students most of the time.	Teacher provides exemplary models and explains performance criteria to students. Teacher uses a variety of methods for developing learning goals with scales such as rubrics, self-assessment, and peer-assessment. Based on the criteria, students are able to track their progress on learning goals (if cognitively able).
III.5. **Adjusting and Monitoring Instruction to Enhance Achievement & Student Mastery**	Teacher rigidly adheres to instructional plan. Teacher provides little to no evidence of adapting or revising plans based on student needs. Teacher denies responsibility for struggling students.	Teacher provides little or no evidence of planning formative assessments and therefore makes adjustments to instruction erroneously. Teacher has limited knowledge of ways to support struggling learners.	Teacher plans and conducts formative and summative assessments throughout the lesson. Based on assessment results, teacher adjusts instruction most of the time. Teacher attempts to find strategies to support struggling learners. Teacher forms flexible groups based on initial data and adjusts groups to reflect updated data.	Teacher adjusts instruction and grouping during and after the lesson based on student performance. Teacher exchanges feedback with students so they can increase their achievement. Teacher is persistent in the support of struggling students who are working toward mastery. Teacher responds to students in need of intervention.

DOMAIN III. INSTRUCTING AND ASSESSING FOR STUDENT ACHIEVEMENT
The teacher uses a variety of strategies to engage students in learning. The instruction is varied by utilizing technology, quality questioning, and discussions. The teacher creates opportunities for students to monitor their own performance while making adjustments in the instruction in order to enhance student achievement.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
III.6. Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals	Teacher rarely plans interventions and/or locates/utilizes resources that are aligned with assessment results.	Teacher inconsistently plans interventions and/or locates/utilizes resources that are aligned with assessment results.	Teacher plans and implements interventions and locates/utilizes resources that are aligned with assessment results to increase student achievement of learning goals.	Teacher consistently plans and implements a variety of interventions and locates/utilizes resources that are aligned with assessment results to increase achievement of learning goals. Teacher collaborates with colleagues to determine which high probability strategies to implement. Teacher maintains accurate documentation of interventions.
III.7. Using Traditional and Alternative Assessments to Increase Achievement	Teacher rarely aligns tests with state standards. Teacher rarely varies methods of assessment.	Teacher inconsistently aligns tests with state standards. Teacher only uses "paper and pencil" assessments. Teacher inconsistently varies the methods of assessment.	Teacher aligns tests with state standards. Teacher provides opportunities (formal and informal, traditional and alternative) to collect information about student learning.	Teacher provides many opportunities through a variety of strategies (formal and informal, traditional and alternative) to collect information about student learning and uses the information to increase student achievement. Students are given opportunities to practice the format of high stakes assessments.
III.8. Using Technology To Support Learning	Teacher rarely uses technology as required by job responsibilities. Teacher provides little or no evidence that technology is infused into instruction.	Teacher inconsistently uses technology in the delivery of instruction or as required by job responsibilities. Teacher inconsistently plans for hands-on technology activities.	Teacher uses technology in the delivery of instruction and as required by job responsibilities most of the time. Teacher's lesson and unit plans make use of district provided technology most of the time. Teacher integrates and utilizes current and emerging assistive and communication technologies that enable students to participate in high quality communication interactions and achieve their educational goals. Teacher uses technology to access student data most of the time.	Teacher's lessons, unit plans, and assessments make use of district provided available technology, Web resources, and technology resources. Teacher integrates and utilizes current and emerging assistive and communication technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Classroom instruction reflects innovative strategies integrating technology. Technology is in the hands of the students as appropriate. Teacher uses technology to access student data.

PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL

DOMAIN IV. COMMUNICATING PROFESSIONAL COMMITMENT
The teacher takes responsibility for his/her professional development in support of school and district initiatives/goals. The teacher works collaboratively with colleagues to enhance student performance and develops positive relationships with family and community.

COMPETENCY	INDICATORS			
	Unsatisfactory 0	**Developing/Needs Improvement 1**	**Effective 2**	**Highly Effective 3**
IV.1. **Complying with and Implementing all Federal and State laws, as well as District and School Policies and Procedures**	Teacher performance may indicate disciplinary concerns.	Teacher inconsistently complies with and implements Federal and State laws, as a well as District Policies and Procedures relating to the education and well being of all students.	Teacher complies fully with and implements Federal and State laws, as a well as District Policies and Procedures relating to the education and well being of all students.	Teacher takes a leadership role at the school and/or district level in planning and supporting initiatives/ activities that implement Federal and State laws, as a well as District and School Policies and Procedures.
IV.2. **Taking Responsibility for Professional Development** • **IPDP written** • **IPDP reviewed, monitored & evaluated by teacher and administrator**	Teacher performance may indicate disciplinary concerns.	Teacher attends staff development, but does not integrate professional learning into classroom practice.	Teacher attends mandated staff development and integrates professional learning into classroom practice most of the time.	Teacher attends mandated and additional staff development regularly. Teacher integrates professional learning into classroom practice. Teacher refines and assesses effectiveness of strategies in terms of student achievement.
IV.3. **Collaborating with Colleagues for Student Progress**	Teacher performance may indicate disciplinary concerns.	Teacher works in isolation and only participates in collegial activities when required.	Teacher contributes to collegial interactions focused on student achievement and well-being.	Teacher initiates collegial interactions focused on student achievement and well-being. Teacher demonstrates leadership among team and school staff to address student needs.
IV.4. **Developing Positive Relationships with Families and Community**	Teacher performance may indicate disciplinary concerns.	Teacher provides little or no information and/or inconsistently responds to parent/family/community. Teacher handles parent/family/community concerns unprofessionally.	Teacher maintains a timely system(s) for communication with families regarding student progress. Teacher appropriately responds to family/ community concerns most of the time.	Teacher collaborates with family to address student progress and needs. Teacher responses to parent concerns are handled with sensitivity. Teacher builds positive relationships with families and community focused on student achievement and well-being.

Note: **Domain IV is part of the TES. It may be marked as performance. Behavior deemed unsatisfactory may result in documented disciplinary action.**

SARASOTA COUNTY SCHOOLS

PRIDE Rubric

"Look Fors"

Revised: July 2014

PRIDE Rubric "Look Fors"

Revision Date: July 2014

The intention of this informal, working document is to provide administrators and teachers with examples of "observables" related to specific competencies on the PRIDE Rubric. "Observables" can be defined as visible, seeable, apparent behaviors including, but not limited to: student and/or teacher behavior, lesson plans, conference notes, progress monitoring reports, test data, etc.

Each competency is best defined on the rubric itself by the language written within the indicators under the corresponding ratings of "Unsatisfactory," "Needs Improvement/Developing," "Effective," and "Highly Effective."

The "Look Fors" were developed by administrators and teachers as examples that may lend support to the defined indicators.

Following are key points to remember:

- This is not an exhaustive or static list.
- The "Look Fors" in **bold** font are taken from the Classroom Indicators for Success Observation Tool.
- You cannot know the performance expectation by reading the competency or "Look Fors" only. The **indicators** on the PRIDE Rubric are the **definitions.**
- To gain understanding of the performance standard for a competency, focus on "Effective" and "Highly Effective" indicators.
- In conversations related to "observables" or PRIDE evaluations:
    1. Use the PRIDE Rubric as a coaching tool and share areas of concern with the teacher in a timely manner so efforts to improve can be made.
    2. Do not **surprise** a teacher at an evaluation meeting with "Unsatisfactory" and/or "Needs Improvement/Developing" ratings with no prior conversation related to the area of deficit.
    3. Use the language of the rubric in conversing and writing.
    4. Add **specific** examples including what was seen or heard.
    5. If you discuss a "Look For" be able to explain how it shows evidence of a specific competency.
        - For example, how is the use of high order questions an example of 1.1 Establishing High Expectations for Student Learning and Work? Read "E" and "HE" and make sure your written and/or oral comments correlate with the intent of the PRIDE Rubric.
- FEAPS, Marzano, Danielson, FPMS and other major educational research contributed to the development of the PRIDE Rubric. Use your knowledge of this work to discuss performance as it **aligns** with the PRIDE Rubric.

PRIDE Domain I

	Effective	Highly Effective
I.1. **Establishing High Expectations for Student Learning and Work**	Teacher communicates high expectations for all student work most of the time. Teacher emphasizes accuracy and quality most of the time.	Teacher consistently communicates and models high expectations including accuracy and quality for all student work related to the learning goal. Teacher creates a culture in which students assume responsibility for holding themselves to the highest standard.

"Look Fors"

- Students are alert, participating and attentive
- **Complex learning tasks that requires perseverance for successful completion**
- Exemplary student work used to set expectation(s)
- Challenges students to think deeply about the content (i.e. questioning, setting up discussions, problem solving, brainstorming, probing, etc.)
- Expectations posted and evident in student behaviors
- All students are held accountable to share their thinking (no "opting out")
- **Reach a better understanding and consolidate learning as a team through collaboration and teamwork**
- **Communicates high expectations for accuracy and quality of all student work, including students' use of academic language related to the learning goal**
- Agendas/objective/lesson purpose posted
- **Randomly selected students can explain in their own words: What are you learning today? How does today's learning relate to your prior learning? Why is this important for you to learn?**
- Students accept responsibility for their performance at the highest standards by tracking progress and setting goals
- Teacher models high order thinking skills
- Celebrates successes
- **Classroom culture supports students assuming responsibility for holding themselves to the highest standard**
- **Hold one another accountable for participation, asking for and receiving help**
- **During modeling, teacher analyzes his/her thinking process to highlight the use of problem solving and critical thinking strategies and, when appropriate, the avoidance of common errors.**
- **Students use peer assessment and student self-assessment to monitor and reflect on their learning**

	Effective	**Highly Effective**
I.2. **Creating an** **Environment of Respect** **and** **Rapport**	Teacher models tolerance for all students and holds students responsible for respectful behavior. Teacher honors the cultural and developmental differences among students.	The classroom culture consistently reflects positive interactions, honoring diversity between students and teacher as well as student to student. Teacher consistently uses resources that reflect diversity in instruction, assignments, and product.

"Look Fors"

Mutual respect between teacher/student and student/student as evidenced by, but not limited to:

- **Classroom consistently reflects positive interactions, honoring diversity between students and teacher as well as student to student** (i.e. cultural, religious, gender, learning, physical, sexual orientation, etc.)
- Greeting students entering classroom
- Teacher shows interest in students' lives
- **Allows students an opportunity to use a variety of resources and learning tasks to creatively apply knowledge of what was modeled. Resources reflect diversity**
- Does not allow negative comments about other classmate's behavior or academic performance
- Teacher exhibits a positive tone of voice
- Body language denotes respect
- Students feel safe to take appropriate academic risks
- Students are comfortable asking for clarification
- When asked, students say teacher cares about them
- **Students converse with respect and courtesy through positive interaction** (i.e. working collaboratively, active listening, praising, building on ideas, taking turns, etc.)
- Teacher makes eye contact, smiles, uses open gestures
- Addressing students in a manner they view as respectful
- Addresses different learning styles and communication needs (ESE, ELL)

	Effective	**Highly Effective**
1.3. **Organizing the Physical Environment**	Teacher arranges the physical environment to support learning activities most of the time. Teacher displays student work.	Teacher creates a personalized physical environment that is invitational, student-centered, and consistently supports learning activities. Teacher consistently displays exemplars of current student work.

"Look Fors"

- **Personalized physical environment is invitational, student centered and consistently supports learning activities**
- Physical layout of the classroom has clear and safe traffic patterns
- Physical layout of the classroom provides easy access to materials and centers
- Bulletin boards relate to current content
- **Displays learning goals accompanied by a scale or rubric that describes measurable levels of performance**
- Exemplary student work displayed
- Word wall or walls with academic vocabulary and content language frames provide exemplars and models, giving language support that is posted and easily accessible to students
- **Academic vocabulary and content language is visible in the classroom**
- Students refer to learning tools posted around the classroom (i.e. word walls, academic vocabulary, etc.)
- Progress and/or process of student work is documented
- Students make use of materials and learning centers
- Students can easily focus on instruction
- Auditory cues used when appropriate

	Effective	**Highly Effective**
I.4. **Managing Classroom Procedures**	Teacher enforces established classroom procedures most of the time resulting in greater time on task.	Teacher consistently holds students responsible for following established procedures resulting in maximized time on task. Classroom procedures have become routine.

"Look Fors"

- **Students are held responsible for following established procedures, resulting in maximized time on task. Classroom procedures have become routine**
- May involve students in designing classroom routines
- Evidence of teaching and managing classroom procedures and routines
- Reminds students of procedures (verbal and/or written)
- Asks students to restate, explain, or practice procedures
- Provides appropriate cues or signals when a rule or procedure should be used (i.e. one finger raised for bathroom, pencil raised to sharpen etc.)
- **Teacher manages instructional groups, transitions, materials, and supplies seamlessly**
- Students follow clear routines throughout class (arrival, sharpening pencil, bathroom use, dismissal, transitions, requesting a hall pass, make-up work, etc.)
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher (i.e. quiet signal, chimes, "give me 5," claps, etc.)
- Students regulate their own behavior
- Efficient system for returning and distributing materials
- Designation of an area in the classroom for students who need time to focus

	Effective	**Highly Effective**
1.5. Managing Students Behavior	Teacher monitors behavior based on school and classroom standards for conduct most of the time and has established positive student relationships.	Teacher is direct, specific, and consistent in communicating and enforcing high standards of conduct. Teacher consistently maintains positive relationships with students.

"Look Fors"

- **Teacher is direct, specific, and consistent in communicating and enforcing high standards of conduct**
- **Teacher consistently maintains positive relationships with students**
- Establishes, posts, and enforces a system of classroom expectations including rewards and consequences
- Teaches and reviews classroom rules and expectations
- Asks students to restate, explain, or practice rules and expectations
- Redirects misconduct while keeping a respectful tone and actions
- Redirects when specific students or groups of students are not engaged
- Provides nonverbal signals that a rule or procedure has been followed (i.e. smile, nod of head, high five, thumbs up, etc.)
- Provides nonverbal signals when students' behavior is not appropriate (i.e. eye contact, proximity, tap on desk, shake head 'no')
- Gives verbal praise that a rule or procedure has been followed (i.e. thanks students, describes behaviors that adhere to rule or procedure)
- Communicates with students' family regarding positive behaviors and challenging circumstances
- Uses tangible recognition when a rule or behavior has been followed (i.e. certificate of merit, token economies, etc.)
- Follows/Implements school's PBS plan

	Effective	**Highly Effective**
1.6. **Modeling Oral and Written Communication Skills**	Teacher models spoken and written language that is clear and correct. Vocabulary is appropriate to students' ages and interests.	Teacher models spoken and written language that is clear and correct and expressive, with well-chosen academic vocabulary that enriches the lessons.

"Look Fors"

- **Uses clear, correct, and expressive spoken and written language, including well-chosen academic vocabulary that enriches the lesson**
- Teacher correctly uses the language of the lesson (vocabulary)
- Written language displayed and/or distributed is free of errors
- Uses age-appropriate language with students
- Speaks in a tone that is appealing to students
- Speaks in grammatically correct sentences
- Clearly enunciates words
- Uses an expressive tone to emphasize points
- **Uses explicit, "unpacked" thinking (not simply directions) that demonstrates a clear understanding of the learning goals and related prior learning**

PRIDE Domain II

	Effective	Highly Effective
II.1. Demonstrating a Deep Knowledge of Content	Teacher has an understanding of content knowledge and is able to convey it to students effectively. Teacher relates and integrates the subject matter with other disciplines and real-world experiences when appropriate.	Teacher demonstrates a comprehensive understanding of the content and its prerequisite relationships to curriculum standards, objectives, and concepts. Teacher consistently relates and integrates the subject matter with other disciplines and life experiences to establish relevance. Teacher addresses anticipated student misconceptions of the content and is able to field questions correctly. Teacher plans and prepares for effective scaffolding to promote the students' deep understanding and transfer of content. Teacher plans and prepares for appropriate attention to established learning goals.

"**Look-Fors"**

- **Purpose is aligned with curriculum standards and may involve: acquiring information, applying a skill or concept, resolving a problem or evaluating a process**
- **Includes "jump start/hook" to set the stage for learning and gain student interest**
- **Identifies specific target academic vocabulary or content language**
- **Reflects language students should use and understand during the lesson**
- Emphasizes content vocabulary in instruction, discussion, and writing
- Models expert thinking and/or process
- Quality materials used in preparation and in class
- Application of content through research-based, meaningful activities and/or strategies
- Teacher makes extensions, connections, and remediation as needed
- Complexity of lesson matches the intent of the standard
- Provides review of content
- **Addresses anticipated student misconceptions of the content**
- **Checks for understanding to uncover student misconceptions**
- Ability to address student questions accurately
- Lesson plans reflect comprehensive understanding of curriculum and objectives
- **Relates and integrates the subject matter with other disciplines or student life experiences to establish relevance**
- Progression of the lesson builds in complexity
- Plans for high-complexity questions, tasks, and discussions
- Cues, prompts, and questions students to extend content knowledge
- **Uses explicit, "unpacked" thinking (not simply directions) that demonstrates a clear understanding of the learning goals and related prior learning**
- **Regarding student understanding of the learning purpose, randomly selected students can explain in their own words "Why is this important for you to learn?"**
- **Returns to modeling when discovering prevalent student errors or misconceptions**
- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **During modeling, teacher analyzes his/her thinking process to highlight the use of problem solving and critical thinking strategies and, when appropriate, the avoidance of common errors**

	Effective	**Highly Effective**
II.2. **Aligning Student Outcomes to State Standards**	Teacher utilizes state standards when planning for instruction. Teacher uses a variety of resources to plan for and align instruction. Teacher ensures that the learning goal is evident to all students.	Teacher aligns instruction with state standards, high stakes assessment(s) and progress monitoring of individual student performance to drive instruction. Written learning goals are posted/easily accessible for students. Students can explain in their own words what they are learning and why.

"Look Fors"

- **Purpose is aligned with curriculum standards and may involve: acquiring information, applying a skill or concept, resolving a problem or evaluating a process**
- **Instruction and learning activities are aligned with the identified purpose**
- Use of Instructional Focus Guide (IFG) for applicable course objectives
- Content purpose posted and stated as lesson begins
- **Content Purpose written in student friendly language, posted and easily accessible to students**
- Refers back to content purpose during and at conclusion of lesson
- **Randomly selected students can explain in their own words: What are you learning today? How does today's learning relate to your prior learning? Why is this important for you to learn?**
- Specific progress monitoring systems in place and referred to when making instructional decisions about student needs
- Language Purpose reflects language demands for today's lesson and student needs identified via formative assessment
- **Academic vocabulary and content language is visible in the classroom**
- Connect vocabulary to previously learned content
- Vocabulary is connected to word relationships and nuances in word meanings
- Word wall or walls with academic vocabulary and content language frames provide exemplars and models, giving language support that is posted and easily accessible to students
- **Displays learning goals accompanied by a scale or rubric that describes measurable levels of performance**
- **Independent tasks are aligned to Content and/or Language Purpose**
- Lesson plan reflects student needs
- Materials used are aligned with daily purpose
- Instruction is aligned to high stakes testing (FSA, 2.0 test specifications, EOC, etc.)

	Effective	**Highly Effective**
II.3. **Using Data to Attend to Individual Student Needs**	The teacher uses data and identifies gaps to adjust for class/individual student needs most of the time. In addition, teacher uses technological tools to collect and analyze student data.	Teacher continually analyzes classroom data and identifies gaps to adjust instruction and implements remedial and/or extension interventions. Assessment data is used in collaboration with colleagues in professional learning community meetings and is incorporated into the design of lesson plans and classroom instruction. Teacher's lesson plans reflect differentiation. Teacher plans and prepares for the needs of English language learners, students with disabilities, and students who come from home environments that offer little support for schooling.

"Look Fors"

- Analyzes classroom data to diagnose student learning needs and identify gaps to adjust and drive instruction
- **Uses data to identify student learning needs and adjust instruction through instructional interventions**
- **Uses specific strategies to extend and remediate instruction to meet the needs of all students, including English language learners, students with disabilities**
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**

Teacher uses current student data to determine:

- Tiered activities/assignments based on readiness
- Flexible guided instructional groups
- Use of different modalities/learning styles
- Mixture of small/whole instructional groups
- Discussions during Collaborative Planning Teams (CPT)
- Specially Designed Instruction, ELL strategies, etc.
- Interventions/accommodations as documented in the lesson plan
- Level of understanding throughout the lesson (ie: white boards, thumbs up/down, Activotes, etc.)
- Modifications for behavior support systems (TPS)

	Effective	**Highly Effective**
II.4. **Planning Formative and Summative Assessments**	Teacher plans summative assessments to measure student mastery of the standards most of the time. Teacher plans formative assessments to check for understanding during the lesson. Teacher uses assessment results to plan learning goals and activities for the next lesson most of the time.	Teacher consistently plans summative assessments to measure student mastery of the standards. Teacher consistently plans formative assessments to determine prior knowledge, check for understanding during the lesson and in preparation for differentiation in subsequent lessons. Teacher consistently uses assessment results to plan learning goals and differentiate instruction for the next lesson. Teacher develops rubrics and uses models so students can monitor their learning.

"Look Fors"

- Language Purpose reflects language demands for today's lesson and student needs identified via formative assessment
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Checks for understanding to uncover student misconceptions**
- **Displays learning goals accompanied by a scale or rubric that describes measurable levels of performance**
- **Provides exemplary models and explains performance criteria to students**
- **Checks for understanding during the lesson as a formative assessment in preparation for subsequent instruction**
- **Students use peer assessment and/or student self assessment to monitor and reflect on their learning**
- **Using criteria from rubrics, scales, and models, students track their progress on learning goals**
- Use of white boards, ActivExpressions, Exit Cards/Tickets Out the Door, Quizzes/Quick Checks, etc. to monitor student learning
- Embedded questions in lesson plans to check for understanding
- Teacher uses rubrics to allow students to monitor their learning (III.4)
- Teacher circulates during guided practice, cooperative learning structure, or group discussion to assess student mastery
- Teacher plans for formative and summative assessments aligned with goals or objectives prior to instruction (i.e. Backward Lesson Design – Stage 2)
- Teacher plans pre-tests and post-tests
- Assessments match benchmarks, learner objectives and are mastery based
- Use of strategies to show evidence of learning of prior knowledge (i.e. graphic organizers, journal prompts, etc.)
- Use of student work to re-teach or guide next lesson
- Formative assessments are aligned to Instructional Focus Guide (IFG) or Unique Learning (if applicable)
- Graphing progress
- **Uses summative assessments to measure student mastery of the curriculum**

	Effective	**Highly Effective**
II.5. Determining Strategies for Meaningful/ Coherent Instruction	Teacher plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression most of the time. Teacher develops learning experiences that require students to demonstrate a variety of applicable skills and competencies most of the time. Teacher gives attention to students needing remediation and extension activities to ensure mastery most of the time.	Teacher consistently plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression. Teacher consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. Teacher consistently gives attention to students needing remediation and extension activities to ensure mastery. Teacher plans learning tasks that focus on application of skills providing opportunities for critical thinking and problem solving.

"Look Fors"

- **Instruction and learning activities are aligned with the identified purpose**
- **Randomly selected students can explain in their own words: How does today's learning relate to your prior learning?**
- **During modeling, teacher analyzes his/her thinking process to highlight the use of problem solving and critical thinking strategies and, when appropriate, the avoidance of common errors**
- **Uses explicit, "unpacked" thinking (not simply directions) that demonstrate a clear understanding of the learning goals, and related prior learning**
- **Includes "jump start/hook" to set the stage for learning and gain student interest**
- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Students are encouraged to demonstrate a novel application of purpose, not a direct replication of teacher modeling**
- **Assigns homework, as needed, to reinforce previously mastered concepts**

Learning Tasks:

- **Involve students in compelling, challenging, and cognitively appropriate learning experiences that require demonstration of a variety of applicable skills and competencies to ensure in-depth conceptual coverage of the learning goal**
- **Focus on application of skills providing opportunities for critical thinking and problem solving**
- **Are designed so a specific outcome is not guaranteed and learning still occurs with an unsuccessful outcome (productive failure)**
- **Require students to actively access, process and communicate information using varied skills and media**

Student team members:

- **Form conclusions using text-based evidence**
- Demonstrate active learning
- Utilize wait time
- **Ask questions of one another and interpret and use each other's statements**
- **Build one another's accurate knowledge and connection to prior learning**
- **Generate rigorous thinking through interactive discussion**
- **Reach a better understanding and consolidate learning as a team through collaboration and teamwork**

II.5 Continued . . .

	Effective	Highly Effective
II.5. Determining Strategies for Meaningful/ Coherent Instruction	Teacher plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression most of the time. Teacher develops learning experiences that require students to demonstrate a variety of applicable skills and competencies most of the time. Teacher gives attention to students needing remediation and extension activities to ensure mastery most of the time.	Teacher consistently plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression. Teacher consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. Teacher consistently gives attention to students needing remediation and extension activities to ensure mastery. Teacher plans learning tasks that focus on application of skills providing opportunities for critical thinking and problem solving.

"Look Fors"

Scaffolding tasks by sequencing (logically linking) the lesson in a meaningful way, using a variety of appropriate strategies that support learning, such as, but not limited to:

- Learning activities build on prior knowledge
- Think aloud
- Modeling
- Accountable Team Tasks
- Cooperative learning
- Discussions (i.e. teacher to student and student to student)
- Small guided instruction based on student need (i.e. remediation, on level, extension)
- Making connections by both teacher and students
- Activities that plan for application of student learning
- Critical thinking (i.e. problem solving, questioning, inquiry based learning)
- Use of visuals, graphic organizers, guided notes
- Students applying a learned skill (i.e. simulation, independent assignment/project)
- Shared reading, close reading, reader's theatre, etc.

	Effective	**Highly Effective**
II.6. **Using Instructional Time Effectively**	Teacher plans for the management of instructional groups, transitions, non-academic responsibilities, materials and supplies resulting in most students being on task and minimal loss of instructional time. Activities adequately address learning goal(s) most of the time.	Teacher's management of instructional groups, transitions, non-academic responsibilities, materials and supplies is seamless. Activities ensure an in depth conceptual coverage of the learning goal(s).

"Look Fors"

- Academically engaged at start of class (i.e. bell work, introducing daily purpose/objective statements, students working on on-going projects, etc.)
- Transitions are efficient
- **Teacher manages instructional groups, transitions, materials, and supplies seamlessly**
- Procedures in place (see I.4)
- Organization and use of materials and supplies are seamless
- Physical setting conducive to transitions
- Teacher and students are on task/topic
- Students engaged in purposeful centers, groups, stations
- Accommodating the needs of students with disabilities as indicated in the IEP
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Involves students in compelling, challenging, and cognitively appropriate learning experiences that require demonstration of a variety of applicable skills and competencies to ensure in-depth conceptual coverage of the learning goal**
- **Allows students an opportunity to use a variety of resources and learning tasks to creatively apply knowledge of what was modeled. Resources reflect diversity**
- **Students understand and can successfully demonstrate a variety of skills and competencies through independent tasks**
- **Independent tasks are aligned to the Content and/or Language Purpose**

PRIDE Domain III

	Effective	**Highly Effective**
III.1. **Engaging Students in Learning**	Teacher involves students in active and collaborative learning activities that are appropriate for students' cognitive ability in order to reach the learning goal. Pacing of lessons is appropriate for most students.	Teacher consistently involves students in compelling, challenging, and cognitively appropriate learning experiences. Students' behavior and reactions indicate they are on task, engaged, and challenged. Pacing of lessons is appropriate for all students.

"Look Fors"

- **Students are encouraged to demonstrate a novel application of purpose, not a direct replication of teacher modeling**
- **Content Purpose is at the appropriate level of rigor and pacing**
- Lesson is relevant to the learner
- Variety of purposeful learning tasks
- **Requires students to actively access, process and communicate information using varied skills and media**
- **Students are grouped in teams working on a common task that requires group participation**
- Actively processing information: reading, writing, speaking
- Rigorous activities
- Small group instruction
- Involves students in planning for learning (i.e. developing review questions, mapping out project tasks, allowing for choice in process/product)
- Lessons involve opportunities for collaboration, exploration, and discovery
- Peer to Peer interaction related to content
- Higher level questioning guides activities/discussions
- Use of technology (III.8)
- Students show ownership of knowledge and skills through explanation and/or demonstration
- Active engagement during direct instruction, video clips, students presenting (i.e. note-taking, graphic organizer, cloze notes)
- **Students understand and can successfully demonstrate a variety of skills and competencies through independent tasks**
- **Independent tasks are aligned to Content and/or Language Purpose**

Learning Tasks:

- **Involve students in compelling, challenging, and cognitively appropriate learning experiences that require demonstration of a variety of applicable skills and competencies to ensure in-depth conceptual coverage of the learning goal**
- **Designed so a specific outcome is not guaranteed and learning still occurs with an unsuccessful outcome (productive failure)**
- **Are sufficiently complex to require perseverance for successful completion**

Student team members:
- **Demonstrate behavior and reactions that indicate they are on task, engaged and challenged**
- **Use a variety of resources, including appropriate technology, to analyze, synthesize and evaluate information**
- **Ask questions of one another and interpret and use each other's statements**
- **Build one another's accurate knowledge and connection to prior learning**
- **Generate rigorous thinking through interactive discussion**
- **Form conclusions using text-based evidence**

	Effective	**Highly Effective**
III.2. Varying Instruction to Meet Student Needs	Teacher differentiates instruction based on assessment data. Teacher balances whole and small group instruction most of the time. Small group instruction is based on skill level, interest, and/or cognitive ability. Teacher consistently applies varied instructional strategies and resources to meet the needs of English language learners, students with special needs, and students who come from home environments that offer little support.	Teacher differentiates instruction based on assessment data and recognizes individual differences in students. Teacher consistently balances whole and small group instruction based on student data. Opportunities are provided for students to select resources, activities, and/or products based on learning styles, interest, and/or cognitive ability. Teacher extends and remediates instruction to meet the needs of all students. Teacher implements plans that meet the needs of English language learners, special education students, and students who come from home environments that offer little support for schooling.

"Look Fors"

Purposeful and intentional:

- Flexible grouping (i.e. small group, pairs, triads, student choice, teacher choice)
- Fluid grouping based on student data (i.e. FAIR, FOCUS, mini assessments, classroom summative and formative assessments [II.4], benchmark tests
- Differentiation based on assessment results (i.e. readiness, interest and learning profile)
- Adjusted assignments based on students needs (tiered instruction)
- Learning centers/stations
- Multi-modality approach to instruction
- Work with varied materials by students
- Opportunities for student choice (i.e. centers/stations, developing review questions, mapping out project tasks, products demonstrating student learning)
- Support struggling students (i.e. scaffolding, guided instruction, teacher conferencing, alternative assignments, and/or tutoring)
- Enrichment opportunities for students (i.e. real-world projects, teacher conferencing, alternative assignments, supplemental reading/research)
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- Special needs accommodations (i.e. IEP, 504, ELL)
    - o Extended time
    - o Reduce assignments
    - o Allow for breaks
    - o Use of manipulatives
- Different questions and/or different prompts based on student learning needs (pre-planned)
- **Returns to modeling when discovering prevalent student errors or misconceptions**
- **Uses specific strategies to extend and remediate instruction to meet the needs of all students, including English language learners, students with disabilities**
- **Allows students an opportunity to use a variety of resources and learning tasks to creatively apply knowledge of what was modeled. Resources reflect diversity**

	Effective	**Highly Effective**
III.3. Using Quality Questions and Discussions	Teacher asks high and low order questions that are both planned and spontaneous in order to reach the learning goal. Teacher uses questions and feedback to help direct the lesson and checks for understanding. Teacher provides opportunity for student interaction or discussion.	Teacher uses complex questioning techniques and feedback to help direct the lesson, guide student learning, and check for understanding. Teacher establishes procedures so that all students have opportunity to participate in interactive discussions. Teacher facilitates challenging discussions based on the learning goal(s) to stimulate independent, creative, and critical thinking.

"Look Fors"

- Utilizes higher level questioning techniques to stimulate discussion (Webb's DOK and Bloom)
- Students are individually accountable to answer a variety of high and low order questions
- Engages students in critical thinking (i.e. identifying similarities/differences, cause/effect, problem/solution, predictions and inferences, examining consequences, finding alternative viewpoints etc.)
- Questioning reflects cognitive level of complexity and test specifications
- Teacher adjusts instruction based on students' responses
- Plans for high-complexity questions/tasks/discussions
- **Checks for understanding to uncover student misconceptions**
- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **Provides scaffolding to guide learning and to stimulate creative and critical thinking using appropriate questions, cues, and prompts**
- Follow-up student answers with deeper questions
- Open-ended questioning
- Scaffolding of questions and discussions
- Avoids allowing only unison responses
- Allows ample time for students to think and answer questions
- **Students hold one another accountable for participation, asking for and receiving help**
- **Students generate rigorous thinking through interactive discussion**

	Effective	**Highly Effective**
III.4. **Monitoring Student Performance**	Teacher utilizes grading system accurately basing grades on student achievement. Teacher provides models and learning goals with scales and explains the criteria to students most of the time.	Teacher provides exemplary models and explains performance criteria to students. Teacher uses a variety of methods for developing learning goals with scales such as rubrics, self-assessment, and peer-assessment. Based on the criteria, students are able to track their progress on learning goals (if cognitively able).

"Look-Fors"

- Students monitor their learning (i.e. self-assessments, tracking progress, Success Maker Notebooks, fluency graphs, data charts, tracking grades, rubrics etc.)
- **Students use peer assessment and student self assessment to monitor and reflect on their learning**
- **Using criteria from rubrics, scales, and models, students track their progress on learning goals**
- Teacher consistently updates electronic grade book for students to monitor progress
- Grading system is clear to students (i.e. syllabus, parent handbook, district policy, etc.)
- **Provides exemplary models and explains performance criteria to students**
- Word wall or walls with academic vocabulary and content language frames provide exemplars and models, giving language support that is posted and easily accessible to students
- **Consistently uses "I" statements to make expert thinking and reasoning transparent (not "you" statements to direct)**
- Models expert thinking to guide group and individual performance tasks

	Effective	**Highly Effective**
III.5. **Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery**	Teacher plans and conducts formative and summative assessments throughout the lesson. Based on assessment results, teacher adjusts instruction most of the time. Teacher attempts to find strategies to support struggling learners. Teacher forms flexible groups based on initial data and adjusts groups to reflect updated data.	Teacher adjusts instruction and grouping during and after the lesson based on student performance. Teacher exchanges feedback with students so they can increase their achievement. Teacher is persistent in the support of struggling students who are working toward mastery. Teacher responds to students in need of intervention.

"Look Fors"

- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **Provides scaffolding to guide learning and to stimulate creative and critical thinking using appropriate questions, cues, and prompts**
- **Returns to modeling when discovering prevalent student errors or misconceptions**
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Checks for understanding during the lesson as a formative assessment in preparation for subsequent instruction**
- **Uses data to identify student learning needs and adjusts instruction through instructional interventions**
- "On the spot" adjustments when needed
- Responsive instruction based on ongoing student data/formative assessment (i.e. quick checks, thumb response, ActiVotes/Expressions, white board, KAGAN structures, etc.)
- Tiered instruction (adjusted assignments based on students needs)
- Differentiated tasks at centers/stations/labs
- Multi-modality approach to instruction
- Work with varied materials by students
- Support struggling students (i.e. scaffolding, guided practice, teacher conferencing, alternative assignments, and/or tutoring)
- Enrichment opportunities for students (i.e. real-world projects, teacher conferencing, alternative assignments, supplemental reading/research)
- Use of research-based interventions found on the district SharePoint site, FCRR website, CPALMS, etc. when needed
- Evidence of re-teaching small groups and/or individual students when necessary
- Teacher responds to student performance using academic redirection, offering suggestions, asking clarifying questions
- Specific praise is used to reinforce accurate thinking
- IEP goals/TPS data used to adjust instruction and environment based on 'whole' child

	Effective	**Highly Effective**
III.6. **Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals**	Teacher plans and implements interventions and locates/utilizes resources that are aligned with assessment results to increase student achievement of learning goals.	Teacher consistently plans and implements a variety of interventions and locates/utilizes resources that are aligned with assessment results to increase achievement of learning goals. Teacher collaborates with colleagues to determine which high probability strategies to implement. Teacher maintains accurate documentation of interventions implemented.

"Look Fors"

- Using materials aligned to FSA test specifications, EOCs, FAA, FOCUS**,** and/or IEP/EP goals
- Use of research-based interventions found on the district SharePoint site, FCRR website, CPALMS, FOCUS**,** etc. when needed
- Documentation of small group or one-on-one interventions when necessary (i.e. lesson plans, data book, MTSS forms)
- Prepare and implement the interventions determined through RtI/MTSS with School Wide Support Team (SWST)
- Persists in the support of struggling students who are working towards mastery, locating/using resources that are aligned with assessment results to increase achievement of learning goals
- **Uses specific strategies to extend and remediate instruction to meet the needs of all students, including English language learners, students with disabilities**
- **Uses data to identify student learning needs and adjust instruction through instructional interventions**

	Effective	**Highly Effective**
III.7. **Using Traditional and Alternative Assessments to Increase Achievement**	Teacher aligns tests with state standards. Teacher provides opportunities (formal and informal, traditional and alternative) to collect information about student learning.	Teacher provides many opportunities through a variety of strategies (formal and informal, traditional and alternative) to collect information about student learning and uses the information to increase student achievement. Students are given opportunities to practice the format of high stakes assessments.

"Look Fors"

- **Students understand and can successfully demonstrate a variety of skills and competencies through independent tasks**
- **Uses summative assessments to measure student mastery of the curriculum**
- Provides opportunities to practice the format of high stakes assessments

To check for understanding and to inform instruction, teacher uses a variety of assessments (II.4) such as, but not limited to:

Formative Assessment

- Quick Checks
- Exit Slips
- Activotes/Expressions
- Thumbs Up/Down

Traditional Assessment

- Chapter tests
- Quizzes
- Mid Term and Final exams

Alternative Assessment

- Project based
- Performance based
- Portfolios
- Presentations
- Anecdotal Records
- FAA Practice Materials

Practice of High Stakes Testing

- Benchmark Assessments
- FCAT Explorer
- Practicing the format in which the test is to be given

	Effective	**Highly Effective**
III.8. **Using Technology to Support Learning**	Teacher uses technology in the delivery of instruction most of the time. Teacher's lesson and unit plans make use of district provided technology most of the time. Teacher integrates and utilizes current and emerging assistive and communication technologies that enable students to participate in high quality communication interactions and achieve their educational goals. Teacher uses technology to access student data most of the time.	Teacher's lessons, unit plans, and assessments make use of district provided available technology, Web resources, and technology resources. Teacher integrates and utilizes current and emerging assistive and communication technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Classroom instruction reflects innovative strategies integrating technology. Technology is in the hands of the students as appropriate. Teacher uses technology to access student data.

"Look fors"

- **Students are using a variety of resources including appropriate technology to analyze, synthesize and evaluate information**
- **Integrates and uses district-provided available technology tools, applications, and eSources that enable students to participate in high-quality, innovative strategies integrating technology. Technology is in the hands of the students as appropriate**
- **Requires students to actively access, process and communicate information using varied skills and media**

Uses the following instructional technologies to support daily learning objectives such as, but not limited to:

- ActivInspire tools
- Student use of laptops, tablets, and/or smartphones when appropriate
- Flipcharts, PowerPoint, Prezzi, Document Camera, and multi-media lessons when appropriate
- Student use of current technological devices to support instruction
- Safari Montage, Blackboard LEARN, web discussions, etc. to engage students
- Instructional Learning Systems (i.e. SuccessMaker, FCAT Explorer, FL Achieves, Read 180, etc.)
- Online textbooks and instructional materials
- Instructional Improvement System (IIS) (i.e. assessment data, MTSS forms, etc.)

Uses the following technologies as part of job responsibilities (if applicable/appropriate):

- Instructional Improvement System (IIS) (i.e. teacher evaluation, IPDP, MTSS forms, etc.)
- ESD/Crosspointe grade book
- ESD/Crosspointe attendance

PRIDE Domain IV

Communicating Professional Commitment

Competency	Highly Effective Examples
IV. 1. • **Complying with and Implementing all Federal and State laws, as well as District and School Policies and Procedures**	• Takes a leadership role at the school and/or district level in planning and supporting initiatives/activities that implement Federal and State laws, as a well as District and School Policies and Procedures. (i.e. Team Leader, SAC Chair, SDMT Member, Trainer for school or district initiative, SC/TA Rep, Department Chair, Curriculum Leader, PBS Contact/Coach, SCIP Mentor, Mentor for a College Intern, Committee Chair, etc.) • Is a leader among teachers in curriculum initiatives, school projects/programs, etc. • Serves on district committees or provides support to teachers at other district schools
IV.2. • **Taking Responsibility for Professional Development** • **IPDP Written, reviewed, monitored, and evaluated by teacher and administrator**	• Attends PD "above and beyond" what is mandated • Selects PD based on school, student, and teacher evaluation data • Becomes unconsciously skilled in the integration of PD to classroom practice • Reflects on and sharpens the use of the PD to impact student learning
IV.3. • **Collaborating with Colleagues for Student Progress**	• Leadership role "above and beyond" active contribution during CPTs • Initiates, takes a lead role in discussing student data with team/department • Initiates, takes a lead role in discussing contemporary, relevant research with team/department • Shares new learning with colleagues • Participates in Lesson Study
IV.4. • **Developing Positive Relationships with Families and Community**	• Positive phone calls are made to parents/guardians • Parent Conferences are purposeful and productive • Attends school functions and even occasionally community events in which students are involved (i.e. art shows, sports events, etc.)

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION
TEACHER **E**VALUATION **S**YSTEM (TES)

PRIDE OBSERVATION (SHORT FORM) – CLASSROOM INSTRUCTIONAL

Name _____   Grade/Subject _____

Cost Center/School _____   Evaluator _____

Indicators	PRIDE Domain	Observation Notes	Not Observed
The classroom is well managed.	I. Culture		
Students feel safe, valued, and are treated with respect.	I. Culture		
The teacher has high expectations for all students.	I. Culture		
The teacher's verbal and written communication skills are effective and professional.	I. Culture		
The lesson objective is evident to students and reflects grade level standards.	II. Planning		
The teacher varies instruction to meet individual needs of students. (e.g. ESE, ELL, 504, remediation and extension)	II. Planning		
The teacher's instruction reflects integration of current professional development.	II. Planning		
The teacher plans and checks for understanding through formative and summative assessments.	II. Planning III. Instructing & Assessing		
The students are actively engaged, on task and challenged.	III. Instructing & Assessing		
The instructional strategies and the grouping of students support the learning objectives.	III. Instructing & Assessing		
The teacher uses a balance of high and low order questioning to increase rigor.	III. Instructing & Assessing		
The instruction reflects integration of technology and other resources aligned with the objective(s).	III. Instructing & Assessing		

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement. The form must be returned to Evaluator within three (3) working days.

☐   If you would like a conference, check here.

_____   _____   _____   _____
Teacher Signature   Date   Evaluator Signature   Date

The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION
TEACHER EVALUATION SYSTEM (TES)

PRIDE On-Going Observation Form
CLASSROOM INSTRUCTIONAL

Teacher Name _____ Position _____
Evaluator Name _____ School _____

Domain I. Creating a Culture for Learning
I.1.   Establishing High Expectations for Student Learning and Work
I.2.   Creating an Environment of Respect and Rapport
I.3.   Organizing the Physical Environment
I.4.   Managing Classroom Procedures
I.5.   Managing Student Behavior
I.6.   Modeling Oral and Written Communication Skills
Domain II. Planning for Success
II.1. Demonstrating a Deep Knowledge of Content

Teacher Name _____ Position _____

Evaluator Name _____ School _____

II.2. Aligning Student Outcomes to State Standards
II.3. Using Data to Attend to Individual Student Needs
II.4. Planning Formative and Summative Assessments
II.5. Determining Strategies for Meaningful/Coherent Instruction
II.6. Using Instructional Time Effectively
Domain III. Instructing and Assessing for Student Achievement
III.1.Engaging Students in Learning
III.2.Varying Instruction to Meet Student Needs
III.3.Using Quality Questions and Discussion

Teacher Name _____ Position _____

Evaluator Name _____ School _____

III.4. Monitoring Student Performance
III.5. Adjusting and Monitoring Instruction to Enhance Achievement & Student Mastery
III.6 Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals
III.7. Using Traditional and Alternative Assessments to Increase Achievement
III.8. Using Technology to Support Learning
Domain IV. Communicating Professional Commitment
IV.1. Complying with and Implementing all Federal and State Laws, as well as District and School Policies and Procedures
IV.2. Taking Responsibilities for Professional Development ■ IPDP written ■ IPDP reviewed, monitored & evaluated by teacher and administrator
IV.3. Collaborating with Colleagues for Student Progress

Teacher Name _____   Position _____

Evaluator Name _____   School _____

IV.4. Developing Positive Relationships with Families and Community
Other Comments

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.
Signed form must be returned to evaluator within 3 work days.

_____   _____
Teacher Signature   Date

_____   _____
Evaluator Signature   Date

RET: Master, 25FY aft sep or term, GS1-SL 19   028-08-PDC-HMR
      Dupl.,OSA   Rev. 9-19-2013
                                                     Page 4 of 4

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PRIDE COMPONENT OF THE TEACHER EVALUATION SYSTEM
CLASSROOM INSTRUCTIONAL

School Year	School					Comments
Name		Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective	
Position						
Evaluator		0	1	2	3	
Domain I. Creating a Culture for Learning						**Domain I Total (24 Possible Points)**
I. 1. Establishing High Expectations for Student Learning and Work (1)						
I. 2. Creating an Environment of Respect and Rapport (2)						
I. 3. Organizing the Physical Environment (0.5)						
I. 4. Managing Classroom Procedures (2)						
I. 5. Managing Student Behavior (2)						
I. 6. Modeling Oral and Written Communication Skills (0.5)						
Domain II. Planning for Success						**Domain II Total (34.5 Possible Points)**
II. 1. Demonstrating a Deep Knowledge of Content (2)						
II. 2. Aligning Student Outcomes to State Standards (2)						
II. 3. Using Data to Attend to Individual Student Needs (1.5)						
II. 4. Planning Formative and Summative Assessments (2)						
II. 5. Determining Strategies for Meaningful/Coherent Instruction (2)						
I. 6. Using Instructional Time Effectively (2)						
Domain III. Instructing & Assessing for Student Achievement						**Domain III Total (34.752 Possible Points)**
III. 1. Engaging Students in Learning (1.5)						
III. 2. Varying Instruction to Meet Student Needs (1.75)						
III. 3. Using Quality Questions and Discussion (0.834)						
III. 4. Monitoring Student Performance (2)						
III. 5. Adjusting and Monitoring Instruction to Enhance Achievement & Student Mastery (2)						
III. 6. Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals (2)						
III. 7. Using Traditional and Alternative Assessments to Increase Achievement (0.75)						
III. 8. Using Technology to Support Learning (0.75)						
Domain IV. Communicating Professional Commitment						**Domain IV Total (6.75 Possible Points)**
IV. 1. Complying with and Implementing all Federal and State laws, as well as District and School Policies and Procedures (0.75)						
IV. 2. Taking Responsibility for Professional Development • IPDP written • IPDP reviewed, monitored & evaluated by teacher and administrator (0.5)						
IV. 3. Collaborating with Colleagues for Student Progress (0.5)						
IV. 4. Developing Positive Relationships with Families & Community (.05)						
TOTAL						

Teacher signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.

Evaluator Signature	**Date**
Teacher Signature	**Date**
Submission Evaluator Signature	**Date**

PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION
TEACHER **E**VALUATION **S**YSTEM (TES)
<u>CATEGORY 1 (ONLY): PRIDE MID-YEAR EVALUATION FORM – CLASSROOM INSTRUCTIONAL</u>
Send completed form to Human Resources.

School Year	School	Mid-Year				Comments
Name		Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective	
Position						
Evaluator						
		0	1	2	3	
Domain I. Creating a Culture for Learning						**Domain I Total**
I. 1. Establishing High Expectations for Student Learning and Work						
I. 2. Creating an Environment of Respect and Rapport						
I. 3. Organizing the Physical Environment						
I. 4. Managing Classroom Procedures						
I. 5. Managing Student Behavior						
I. 6. Modeling Oral and Written Communication Skills						
Domain II. Planning for Success						**Domain II Total**
II. 1. Demonstrating a Deep Knowledge of Content						
II. 2. Aligning Instructional Objectives to District Curriculum and Learner Outcomes						
II. 3. Using Data to Attend to Individual Student Needs						
II. 4. Planning Formative and Summative Assessments						
II. 5. Determining Strategies for Meaningful/Coherent Instruction						
II. 6. Using Instructional Time Effectively						
Domain III. Instructing and Assessing for Student Achievement						**Domain III Total**
III. 1. Engaging Students in Learning						
III. 2. Varying Instruction to Meet Student Needs						
III. 3. Using Quality Questions and Discussion						
III. 4. Monitoring Student Performance						
III. 5. Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery						
III. 6. Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals						
III. 7. Using Traditional and Alternative Assessments to Increase Achievement						
III. 8. Using Technology to Support Learning						
Domain IV. Communicating Professional Commitment						**Domain IV Total**
IV. 1. Complying with and Implementing all Federal and State laws, as well as District Policies and Procedures						
IV. 2. Taking Responsibility for Professional Development • IPDP written • IPDP reviewed, monitored & evaluated by teacher and administrator						
IV. 3. Collaborating with Colleagues for Student Progress						
IV. 4. Developing Positive Relationships with Families and Community						
TOTAL						

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement. Signed form must be returned to evaluator within 3 work days.

_____   Date
Teacher Signature

PRIDE Rating	**Total**

_____   Date
Evaluator Signature

RET: Master, 50 FY aft sep or term

042-09-PDC-HMR

Teacher Name: ~~████████~~
Position: ~~████████~~
School: ~~████████~~
Evaluator: ~~████████~~

SARASOTA COUNTY SCHOOLS

PRIDE Total Score	

Expand each domain and select a rating (0-low to 3-high) for each item.

Comments	Expand/Collapse All	Score	Weight	Your Total Points	Professional Dev. Per Competency/Domain
Add Comments	**Domain I. Creating a Culture for Learning**				
	I.1. Establishing High Expectations for Student Learning and Work	[v]	1		PD Activities for Credit / Free Online Videos / Other Resources
	I.2. Creating an Environment of Respect and Rapport	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
No Comments	I.3. Organizing the Physical Environment	[v]	0.5		PD Activities for Credit / Free Online Videos / Other Resources
	I.4. Managing Classroom Procedures	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	I.5. Managing Student Behavior	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	I.6. Modeling Oral and Written Communication Skills	[v]	0.5		PD Activities for Credit / Free Online Videos / Other Resources
	TOTAL FOR DOMAIN (24.00 Possible Points)				
Add Comments	**Domain II. Planning for Success**				
	II.1. Demonstrating a Deep Knowledge of Content	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	II.2. Aligning Instructional Objectives to District Curriculum and Learner Outcomes	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
No Comments	II.3. Using Data to Attend to Individual Student Needs	[v]	1.5		PD Activities for Credit / Free Online Videos / Other Resources
	II.4. Planning Formative and Summative Assessments	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	II.5. Determining Strategies for Meaningful/Coherent Instruction	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	II.6. Using Instructional Time Effectively	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	TOTAL FOR DOMAIN (34.50 Possible Points)				
Add Comments	**Domain III. Instructing and Assessing for Student Achievement**				
	III.1. Engaging Students in Learning	[v]	1.5		PD Activities for Credit / Free Online Videos / Other Resources
	III.2. Varying Instruction to Meet Student Needs	[v]	1.75		PD Activities for Credit / Free Online Videos / Other Resources
	III.3. Using Quality Questions and Discussion	[v]	0.834		PD Activities for Credit / Free Online Videos / Other Resources
	III.4. Monitoring Student Performance	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
No Comments	III.5. Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	III.6. Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals	[v]	2		PD Activities for Credit / Free Online Videos / Other Resources
	III.7. Using Traditional and Alternative Assessments to Increase Achievement	[v]	0.75		PD Activities for Credit / Free Online Videos / Other Resources
	III.8. Using Technology to Support Learning	[v]	0.75		PD Activities for Credit / Free Online Videos / Other Resources
	TOTAL FOR DOMAIN (34.75 Possible Points)				
Add Comments	**Domain IV. Communicating Professional Commitment**				

No Comments	IV.1. Complying with and Implementing all Federal and State Laws as well as District Policies and Procedures	☐	0.75	PD Activities for Credit Free Online Videos Other Resources

	IV.2. Taking Responsibility for Professional Development
	    - IPDP written
	    - IPDP reviewed, monitored & evaluated by teacher and administrator
		☐	0.5	PD Activities for Credit
				Free Online Videos
				Other Resources

	IV.3. Collaborating with Colleagues for Student Progress	☐	0.5	PD Activities for Credit Free Online Videos Other Resources
	IV.4. Developing Positive Relationships with Families and Community	☐	0.5	PD Activities for Credit Free Online Videos Other Resources
	TOTAL FOR DOMAIN (6.75 Possible Points)			
	TOTAL FOR ALL DOMAINS (100.00 Possible Points)			

EVALUATOR: When all scoring of each Domain is completed, click the checkbox in the Initial Evaluator Signature field to sign the evaluation and notify the Evaluatee.

☐ Initial Evaluator Signature:	Date:
Teacher signature is required and only acknowledge an opportunity to review information. It does not necessarily indicate agreement.	
☐ Teacher Signature :	Date:
☐ Submitting Evaluator Signature:	Date:

School Board of Sarasota County, Florida, complies with State Statues on Veteran's Preference and Federal Statues on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

CATEGORY 1 (ONLY): PRIDE MID-YEAR EVALUATION FORM – NON-CLASSROOM INSTRUCTIONAL

Send completed form to Human Resources.

School Year	School	Mid-Year				Comments
Name		Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective	
Position						
Evaluator						
		0	**1**	**2**	**3**	
Domain I. Creating a Culture for Learning						**Domain I Total**
I. 1. Establishing High Expectations for Learning and Work						
I. 2. Creating an Environment of Respect and Rapport						
I. 3. Organizing the Physical Environment						
I. 4. Managing Procedures in the Professional Setting						
I. 5. Managing Participant Behavior						
I. 6. Modeling Oral and Written Communication Skills						
Domain II. Planning for Success						**Domain II Total**
II. 1. Demonstrating Knowledge of Content Trend in Program Area and Professional Practice						
II. 2. Aligning Program Objectives to School/District Goals						
II. 3. Using Data to Attend to Individual Needs						
II. 4. Planning Formative and Summative Assessments						
II. 5. Determining Strategies for Meaningful/Coherent Delivery of Services						
II. 6. Using Time Effectively						
Domain III. Instructing and Assessing for Student Achievement						**Domain III Total**
III. 1. Engaging Participants						
III. 2. Varying Content to Meet Participant Needs						
III. 3. Using Quality Questions and Discussion						
III. 4. Adjusting and Monitoring Activity to Enhance Achievement and Reach Mastery						
III. 5. Developing Interventions and/or Locating Resources to Increase Student Achievement and Meet Goals						
III. 6. Using Technology to Support Learning						
Domain IV. Communicating Professional Commitment						**Domain IV Total**
IV. 1. Complying with and Implementing all Federal and State laws, as well as District Policies and Procedures						
IV. 2. Taking Responsibility for Professional Development • IPDP written • IPDP reviewed, monitored & evaluated by teacher and administrator						
IV. 3. Collaborating with Colleagues for Student Progress						
IV. 4. Developing Positive Relationships with Families and Community						
TOTAL						

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement. Signed form must be returned to evaluator within 3 work days.

_____ _____
Teacher Signature   Date

PRIDE Rating	**Total**

_____ _____
Evaluator Signature   Date

Teacher Name: ▓▓▓▓▓▓▓▓
Position: ▓▓▓▓▓▓▓▓
School: ▓▓▓▓▓▓▓▓
Evaluator: ▓▓▓▓▓▓▓▓

SARASOTA COUNTY SCHOOLS

PRIDE Total Score	

Expand each domain and select a rating (0-low to 3-high) for each item.

Comments	Expand/Collapse All	Score	Weight	Your Total Points	Professional Dev. Per Competency/Domain
Add Comments	**Domain I. Creating a Culture for Learning**				
	I.1. Establishing High Expectations for Learning and Work	⌄	1		PD Activities for Credit / Free Online Videos / Other Resources
	I.2. Creating an Environment of Respect and Rapport	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
No Comments	I.3. Organizing the Physical Environment	⌄	0.5		PD Activities for Credit / Free Online Videos / Other Resources
	I.4. Managing Procedures in the Professional Setting	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	I.5. Managing Participant Behavior	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	I.6. Modeling Oral and Written Communication Skills	⌄	0.5		PD Activities for Credit / Free Online Videos / Other Resources
	TOTAL FOR DOMAIN (24.00 Possible Points)				
Add Comments	**Domain II. Planning for Success**				
	II.1. Demonstrating Knowledge of Content Trend in Program Area and Professional Practice	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	II.2. Aligning Program Objectives to School/District Goals	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
No Comments	II.3. Using Data to Attend to Individual Needs	⌄	1.5		PD Activities for Credit / Free Online Videos / Other Resources
	II.4. Planning Formative and Summative Assessments	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	II.5. Determining Strategies for Meaningful/Coherent Delivery of Services	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	II.6. Using Time Effectively	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	TOTAL FOR DOMAIN (34.50 Possible Points)				
Add Comments	**Domain III. Instructing and Assessing for Student Achievement**				
	III.1. Engaging Participants	⌄	1.5		PD Activities for Credit / Free Online Videos / Other Resources
	III.2. Varying Content to Meet Participant Needs	⌄	2.75		PD Activities for Credit / Free Online Videos / Other Resources
No Comments	III.3. Using Quality Questions and Discussion	⌄	1.59		PD Activities for Credit / Free Online Videos / Other Resources
	III.4. Adjusting and Monitoring Activity to Enhance Achievement and Reach Mastery	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	III.5. Developing Interventions and/or Locating Resources to Increase Student Achievement and Meet Goals	⌄	2		PD Activities for Credit / Free Online Videos / Other Resources
	III.6. Using Technology to Support Learning	⌄	1.75		PD Activities for Credit / Free Online Videos / Other Resources
	TOTAL FOR DOMAIN (34.77 Possible Points)				
Add Comments	**Domain IV. Communicating Professional Commitment**				
No Comments	IV.1. Complying with and Implementing all Federal and State Laws as well as District Policies and Procedures	⌄	0.75		PD Activities for Credit / Free Online Videos / Other Resources
	IV.2. Taking Responsibility for Professional Development - IPDP written - IPDP reviewed, monitored & evaluated by teacher and administrator	⌄	0.5		PD Activities for Credit / Free Online Videos / Other Resources

IV.3. Collaborating with Colleagues for Student Progress	☑	0.5	PD Activities for Credit Free Online Videos Other Resources
IV.4. Developing Positive Relationships with Families and Community	☑	0.5	PD Activities for Credit Free Online Videos Other Resources
TOTAL FOR DOMAIN (6.75 Possible Points)			
TOTAL FOR ALL DOMAINS (100.00 Possible Points)			

EVALUATOR: When all scoring of each Domain is completed, click the checkbox in the Initial Evaluator Signature field to sign the evaluation and notify the Evaluatee.

☐ Initial Evaluator Signature:	Date:
Teacher signature is required and only acknowledge an opportunity to review information. It does not necessarily indicate agreement.	
☐ Teacher Signature :	Date:
☐ Submitting Evaluator Signature:	Date:

School Board of Sarasota County, Florida, complies with State Statues on Veteran's Preference and Federal Statues on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.