



COMPETENCY 1: Diversity

(EDUCATOR ACCOMPLISHED PRACTICE 1: *Diversity*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Treats all students equitably</i>	<ul style="list-style-type: none"> ◆ Incorporates ESOL/ESE strategies in every lesson ◆ Promotes activities for students via department, school wide to encourage student development 	<ul style="list-style-type: none"> ◆ Accepts and values students from diverse cultures and linguistic backgrounds and makes accommodations to ensure students development 	<ul style="list-style-type: none"> ◆ Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably ◆ Creates a learning environment in which all students are treated equitably ◆ Uses appropriate strategies with special needs (E.L.L., ESE etc.) students 	<ul style="list-style-type: none"> ◆ Sets goals for individual students that are not consistent or do not align with school-wide goals ◆ Only native English speaking students actively participate in class discussions 	<ul style="list-style-type: none"> ◆ Participates in improvement efforts only when directed to do so ◆ Neither hinders nor supports school-based personnel as they manage the continuous improvement process
<i>Honors diversity</i>	<ul style="list-style-type: none"> ◆ Helps students develop shared values and expectations that create a climate of openness, mutual respect, support and integrity ◆ Creates/develops appropriate materials and resources that reflect contributors which are multicultural 	<ul style="list-style-type: none"> ◆ Selects, uses and shares appropriate materials and resources that reflect contributors which are multicultural ◆ Creates a classroom environment that is conducive to acceptance and appreciation of all cultures and linguistic backgrounds 	<ul style="list-style-type: none"> ◆ Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group ◆ Selects appropriate materials and resources that reflect contributors which are multicultural 	<ul style="list-style-type: none"> ◆ Contributions of differing cultures are not validated or recognized when appropriate ◆ Creates a classroom environment that fails to convey the acceptance and appreciation of all cultures and linguistic backgrounds 	<ul style="list-style-type: none"> ◆ Reviews student achievement data but infrequently makes instructional decisions based on that data
<i>Modifies Instruction for the benefit of all students</i>	<ul style="list-style-type: none"> ◆ Collects, analyzes, and tracks data to ensure students of all backgrounds are making adequate process in accordance with the pupil progression plan ◆ Consistently uses culturally diverse examples and themes in lesson content 	<ul style="list-style-type: none"> ◆ Incorporates projects and assignments that celebrate the diversity of cultures around them ◆ Consistently provides students with appropriate language attainment level curriculum materials and supplements 	<ul style="list-style-type: none"> ◆ Uses cooperative learning strategies that encourage the partnering of students of differing cultural backgrounds ◆ Uses a variety of lesson delivery methods to involve all students ◆ Follows the I.E.P and E.L.L. plans for modifications and accommodations 	<ul style="list-style-type: none"> ◆ Lesson delivery lacks variety and often favors native English speakers in one way communication ◆ Alternative level appropriate instructional material is not consistently available to all students ◆ Inconsistently follows the I.E.P and E.L.L. plans for modifications and accommodations as documented in the lesson plans 	<ul style="list-style-type: none"> ◆ Engages in self-improvement only in areas requested by supervisor ◆ Is unaware or misinformed about current trends in education ◆ Shows little or inconclusive evidence of increased teaching capacity ◆ Maintains a list of accomplishments that lacks evidence of individual self-improvement efforts and activities ◆ Fails to follow the I.E.P and E.L.L. plans for modifications and accommodations ◆ Fails to document modifications/accommodations in the lesson plans
<i>Engages families and the community</i>	<ul style="list-style-type: none"> ◆ Reaches out to community and parents by offering after hours training and/or classes ◆ Pairs academically struggling students with volunteer tutors from the community 	<ul style="list-style-type: none"> ◆ Creates and regularly updates a teacher made website with curricular information ◆ Arranges for culturally diverse guests from subject related professions to speak to students 	<ul style="list-style-type: none"> ◆ Communicates with parents via email and phone regarding student progress and upcoming class topics ◆ Meets with parents to discuss academic deficiencies 	<ul style="list-style-type: none"> ◆ Parental contact is irregular and only when the possibility of failing is imminent ◆ Waits for parent to initiate contact in regards to academic issues 	<ul style="list-style-type: none"> ◆ Communicates student progress with families infrequently or ineffectively

E.L.L – Educating Other Language Learners

ESE – Exceptional Student Education

ESOL –English for Speakers of other Languages

I.E.P – Individual Education Plan

**COMPETENCY 2: Assessment****(EDUCATOR ACCOMPLISHED PRACTICE 2: *Assessment*)**

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Provides appropriate assessments for all students</i>	<ul style="list-style-type: none"> ◆ Develops District, school-wide or department/grade level assessments or assessment plans ◆ Designs and consistently uses rubrics ◆ Designs assessments which include an appropriate balance of higher and lower order questions 	<ul style="list-style-type: none"> ◆ Provides evidence of modified instruction based on assessment results of student readiness ◆ Frequently uses rubrics ◆ Utilizes a diversity of assessments ◆ Assessments include appropriate balance of higher and lower order questions ◆ Implements a plan for re-teaching 	<ul style="list-style-type: none"> ◆ Assesses student readiness to learn at the start of the school year ◆ Consistently plans lessons and assessments to meet needs of all students ◆ Assessments include evaluation of standards as aligned to the academic plan 	<ul style="list-style-type: none"> ◆ Inconsistently plans lessons and assessments to meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures 	<ul style="list-style-type: none"> ◆ Makes no special plans for initial assessment ◆ Handles learning problems as they arise, but does not assess special needs in advance ◆ Assessments are infrequently or poorly linked the Florida Sunshine State Standards, and the district Curriculum
<i>Engages students in the assessment process</i>	<ul style="list-style-type: none"> ◆ Assist students in the collection and monitoring of individual achievement data on multiple indicators 	<ul style="list-style-type: none"> ◆ Assist students in the collection and monitoring of individual achievement data ◆ Confers with students to establish an individual goal for each student, jointly plans the path to its achievement, and frequently provides detailed individual feedback to students ◆ Balances formative and summative assessments that measure and support student progress 	<ul style="list-style-type: none"> ◆ Regularly provides individual feedback to students ◆ Balances formative and summative assessments 	<ul style="list-style-type: none"> ◆ Provides minimal or infrequent feedback to students 	<ul style="list-style-type: none"> ◆ Fails to provide feedback to students ◆ Fails to provide regular assessments
<i>Frequently monitors student progress</i>	<ul style="list-style-type: none"> ◆ Tracks student progress, analyzes data, and uses results of data analysis to redesign curriculum or instruction 	<ul style="list-style-type: none"> ◆ Tracks student progress continuously, analyzes student progress data and plans instruction 	<ul style="list-style-type: none"> ◆ Tracks student progress 	<ul style="list-style-type: none"> ◆ Infrequently tracks student progress 	<ul style="list-style-type: none"> ◆ Fails to track student progress
<i>Uses a variety of assessment strategies</i>	<ul style="list-style-type: none"> ◆ Consistently encourages self-assessment by assisting students in maintaining developmental portfolios and regularly reviewing portfolio contents with each student ◆ Thoughtfully combines traditional and alternative assessments and provides for and encourages student choice when appropriate ◆ Works with colleagues to provide students common course exams 	<ul style="list-style-type: none"> ◆ Uses standardized and informal assessments for planning, and reviews data with students ◆ Combines traditional and alternative assessments for each unit of study 	<ul style="list-style-type: none"> ◆ Frequently provides constructive feedback to students ◆ Uses standardized and informal assessments for planning 	<ul style="list-style-type: none"> ◆ Limited use of a variety of assessment strategies ◆ Provides limited or infrequent feedback to students 	<ul style="list-style-type: none"> ◆ Fails to use a variety of assessment strategies

**COMPETENCY 3: Planning****(EDUCATOR ACCOMPLISHED PRACTICE 3: *Planning*)**

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Develops plans based on student performance outcomes</i>	<ul style="list-style-type: none"> ◆ Detailed lesson plans with SSS, benchmark, materials needed, and expected outcomes ◆ Lesson objectives are listed by subject and posted in the classroom for student reference 	<ul style="list-style-type: none"> ◆ Long range or unit objectives are included in plans ◆ Student achievement data used in planning ◆ Using appropriate student performance data to plan instruction ◆ Determines prior knowledge before planning instruction 	<ul style="list-style-type: none"> ◆ Lesson plans for upcoming week are completed and accessible and in accordance with contract ◆ Plans contain benchmark objective, how it is going to be taught and how mastery will be assessed 	<ul style="list-style-type: none"> ◆ Lesson Plans indicate page numbers and assignment only ◆ Lesson plans are difficult for others to follow or incomplete 	<ul style="list-style-type: none"> ◆ Lesson plans are incomplete or not evident
<i>Plans activities that focus on higher order thinking skills</i>	<ul style="list-style-type: none"> ◆ Plans provide for Analysis, Synthesis and Application of content being presented 	<ul style="list-style-type: none"> ◆ Plans contain use of some questions from Bloom’s taxonomy beyond basic drill and practice 	<ul style="list-style-type: none"> ◆ Plans indicate that drill and practice will be used as a follow up to instruction 	<ul style="list-style-type: none"> ◆ Plans reflect emphasis on content presented in the basic text with little amplification of content or use of supplemental materials 	<ul style="list-style-type: none"> ◆ Plans use basic text only
<i>Plans for a variety of learning environments and delivery strategies</i>	<ul style="list-style-type: none"> ◆ Plans indicate the use of community resources in classroom activities, guest speakers, additional materials etc 	<ul style="list-style-type: none"> ◆ Plans include use of Power Points, web sites etc. to extend the basic text presentation 	<ul style="list-style-type: none"> ◆ Some type of student activity after teacher presents initial material ◆ Plans indicate differentiating instruction or small group instruction to meet individual needs 	<ul style="list-style-type: none"> ◆ Teacher is primary deliverer of instruction through lecture-note taking format 	<ul style="list-style-type: none"> ◆ Lesson plans indicate worksheet completion with limited student engagement
<i>Plans for development of cross-curricular learning skills</i>	<ul style="list-style-type: none"> ◆ Plans evidence lessons that are fully integrated and interdisciplinary 	<ul style="list-style-type: none"> ◆ Plans include extension of lessons into real life application in the form of projects and presentations ◆ Cooperative Team planning with other teachers from other disciplines 	<ul style="list-style-type: none"> ◆ Plans match the district Academic Plan and are aligned with district and individual school goals ◆ Grade level or Department planning 	<ul style="list-style-type: none"> ◆ Plans are by subject area with little evidence of interdisciplinary instruction 	<ul style="list-style-type: none"> ◆ Plans do not show alignment with district and school goals



COMPETENCY 4: Human Development and Learning
(EDUCATOR ACCOMPLISHED PRACTICE 4: *Human Development and Learning*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Demonstrates an understanding of theoretical knowledge of human development and learning</i>	<ul style="list-style-type: none"> ◆ Develops lessons showing a thorough understanding of human development and learning theory which includes: subject matter structure, curriculum development, student development, and first and second language acquisition process 	<ul style="list-style-type: none"> ◆ Develops lessons showing a good understanding of many, but not all components of human development and learning theory 	<ul style="list-style-type: none"> ◆ Develops lessons showing a developing understanding of several components of human development and learning theory 	<ul style="list-style-type: none"> ◆ Infrequently or ineffectively develops lessons showing a limited understanding of one or two components of human development and learning theory 	<ul style="list-style-type: none"> ◆ Does not develop lessons showing any understanding of the components of human development and learning
<i>Designs and modifies instruction based on knowledge of human development and learning</i>	<ul style="list-style-type: none"> ◆ Consistently skillful and effective in the use of an extensive repertoire of research-based instructional strategies which includes, but not limited to: CRISS, Kagan, Marzano, RICA to engage and motivate all students according to their individual needs and abilities to form student diversity, developmental levels, learning styles, linguistic and cultural heritages, and life experiences 	<ul style="list-style-type: none"> ◆ Skillful and effective in the use of a broad repertoire of research-based instructional strategies to engage and motivate all students according to their individual needs and abilities 	<ul style="list-style-type: none"> ◆ Frequently evaluates and determines the learning styles and developmental level of each student ◆ Frequently uses several research-based instructional strategies to engage and motivate all students according to their individual needs and abilities 	<ul style="list-style-type: none"> ◆ Infrequently evaluates and determines the learning styles and developmental level of each student ◆ Infrequently or ineffectively uses research-based instructional strategies to engage and motivate all students according to their individual needs and abilities 	<ul style="list-style-type: none"> ◆ Does not use any evaluation and assessment measures to determine the learning styles and developmental level of each student ◆ Does not use any research-based instructional strategies to engage and motivate all students according to their individual needs and abilities



COMPETENCY 5: Learning Environments
(EDUCATOR ACCOMPLISHED PRACTICE 5: Learning Environments)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Fosters active engagement in learning</i>	<ul style="list-style-type: none"> ◆ Classroom is a demonstration model for active student engagement activities such as cooperative learning and student-directed groups ◆ Shares best practices with staff on cooperative and student-directed learning strategies ◆ Utilizes current research or books on student engagement and organizes a study/focus group within school/dept ◆ Designs and implements specific active learning strategies that are utilized by a grade level or department 	<ul style="list-style-type: none"> ◆ Organizes instruction to include cooperative student- directed groups ◆ Uses a variety of instructional strategies which are specific to the needs of students ◆ Designs and implements active instructional activities for individuals, small groups and whole group learning needs ◆ Effectively uses all instructional time and opportunities for student learning 	<ul style="list-style-type: none"> ◆ Maintains academic focus of students and on-task behavior with a variety of active learning strategies ◆ Provides specific, timely, feedback and positive reinforcement to students ◆ Organizes instruction to include centers or cooperative, student directed groups ◆ Most instructional time is used effectively ◆ Makes smooth, efficient transitions 	<ul style="list-style-type: none"> ◆ Inconsistently maintains focus of students and on-task behavior with some motivational strategies ◆ Feedback is not specific or is delayed ◆ Positive reinforcement is inconsistently practiced ◆ Students are sometimes actively engaged during instruction ◆ Momentum and transitions result in a loss of some instructional time and focus 	<ul style="list-style-type: none"> ◆ Loses momentum, over dwells ◆ Significant loss of instructional time caused by lack of engagement ◆ Feedback is negative and punitive. ◆ Students are not engaged or on-task during instruction
<i>Manages Students Behavior</i>	<ul style="list-style-type: none"> ◆ Creates and leads school-wide activities to improve student behavior ◆ Teaches class on student management activities for teachers ◆ Provides assistance to teachers on classroom management strategies ◆ Allows students to develop individual behavior goals and plan strategies to achieve their goals ◆ Allows students to develop individual mission statements, behavior goals and strategies ◆ Celebrates individual and group accomplishments 	<ul style="list-style-type: none"> ◆ Identifies the antecedent behavior of students and makes modifications for student success ◆ Consults with other professionals to develop individual plans and strategies specific to student needs and implements these strategies ◆ Attends workshops trainings or conferences to develop additional strategies for effective classroom management ◆ Allows the classroom group to develop classroom goals and plan strategies to achieve the goals ◆ Communicates behavior contracts to parents and encourages involvement. ◆ Provides methods for team or class recognition 	<ul style="list-style-type: none"> ◆ Manages student behavior in various learning environments ◆ Classroom expectations are posted, taught and upheld ◆ Consistently and positively redirects misbehavior ◆ Uses misbehavior as an opportunity for teaching the appropriate behavior ◆ Incentives for positive student behavior are implemented fairly and consistently ◆ Classroom mission statement, goals for behavior and strategies are created by the teacher for the class ◆ Includes parents in the discipline process 	<ul style="list-style-type: none"> ◆ Inconsistently redirects student behavior in various learning environments ◆ Incidences in student misbehavior increase during instructional time or transitions ◆ Discipline actions are punitive in nature an correct positive behavior is not taught ◆ Classroom behavior plan is posted but not followed ◆ Classroom incentive plan is not consistently used ◆ School-wide student discipline procedures are not followed consistently ◆ Discipline referrals are sent home but do not ensure that parents have signed the referral 	<ul style="list-style-type: none"> ◆ Fails to manage student behavior ◆ Negative or punitive disciplinary consequences are used ◆ Classroom behavior plan is not posted or followed ◆ Misbehavior is ignored or inconsistently addressed ◆ There are no classroom incentives for positive behavior ◆ School-wide student discipline procedures are not followed ◆ Discipline referrals are written inconsistently for the same behaviors and parents are not aware of the problem behavior
<i>Modifies physical environment to support learning</i>	<ul style="list-style-type: none"> ◆ Shares the learning environment design and management responsibilities with students ◆ The physical environment reflects student activities which are related to the curriculum 	<ul style="list-style-type: none"> ◆ The attractive physical environment reflects engaging student-centered activities related to the curriculum 	<ul style="list-style-type: none"> ◆ Modifies the physical environment to facilitate student learning ◆ The physical environment is attractive organized and developmentally appropriate 	<ul style="list-style-type: none"> ◆ The physical environment of the classroom is not modified ◆ The physical environment has some clutter and disorganization ◆ The physical environment is not attractive or engaging for student learning 	<ul style="list-style-type: none"> ◆ The physical environment of the classroom is not conducive or developmentally appropriate for student learning ◆ The physical environment is cluttered and disorganized ◆ Furniture arrangement poses safety hazard

**COMPETENCY 6: Communication****(EDUCATOR ACCOMPLISHED PRACTICE 6: *Communication*)**

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Communicates High Expectations for Learning</i>	<ul style="list-style-type: none"> ◆ Develops and shares appropriate incentives and consequences for students to promote excellence with department, grade level and/or school ◆ Consistently and effectively challenges all students in a positive and supportive manner which includes developing an individualized plan for success ◆ Students can articulate the learning objective 	<ul style="list-style-type: none"> ◆ Effectively uses appropriate individualized incentives and consequences for students to promote excellence ◆ Develops individualized plans for student academic success ◆ Promotes student desire to receive and accept constructive feedback on individual work and or goals ◆ Provides all students with frequent and varied opportunities to learn from each other with a rubric, assigned role and accountability component ◆ Learning objective is communicated in student friendly languages 	<ul style="list-style-type: none"> ◆ Effectively uses appropriate incentives and consequences for students to promote excellence ◆ Challenges students in a positive and supportive manner ◆ Provides all students with an opportunity to learn from each other ◆ Provides an environment for students to receive and accept constructive feedback on individual work and behavior ◆ Develops and implements lessons which include some individual and group inquiry ◆ Learning objective is posted 	<ul style="list-style-type: none"> ◆ Infrequently uses appropriate incentives and consequences for students to promote excellence ◆ Challenges students infrequently or inappropriately ◆ Infrequently or ineffectively provides all students with opportunities to learn from each other ◆ Provides an ineffective environment for students to receive and accept constructive feedback on individual work and behavior ◆ Infrequently or ineffectively directs individual and group inquiry, or over-emphasizes teacher-centered instructional models 	<ul style="list-style-type: none"> ◆ Fails to use appropriate incentives and consequences for students to promote excellence ◆ Fails to challenges students. ◆ Fails to provide all students with opportunities to learn from each other ◆ Students are unaware of lesson objectives ◆ Fails to provide an effective environment for students to receive and accept constructive feedback on individual work and behavior ◆ Fails to direct individual and group inquiry, or over-emphasizes teacher-centered instructional models
<i>Communicates in a Positive, Constructive Manner</i>	<ul style="list-style-type: none"> ◆ Develops implements and maintains a current teacher and/or school wide web page 	<ul style="list-style-type: none"> ◆ Consistently interacts positively and constructively with all students and families in all areas, including those with handicapping conditions and those of varying cultural and linguistic backgrounds ◆ Defines, models and manages student behavior to uphold standards of mutually respectful and constructive interaction during individual work, cooperative learning and whole group activities ◆ Creates a web page 	<ul style="list-style-type: none"> ◆ Interacts positively and constructively with all students and families in all areas, including those with handicapping conditions and those of varying cultural and linguistic backgrounds ◆ Manages student behavior to uphold standards of mutually respectful interaction during individual work, cooperative learning and whole group activities ◆ Uses various communication tools according to District guidelines 	<ul style="list-style-type: none"> ◆ Interacts ineffectively or inappropriately with students or families ◆ Infrequently or ineffectively manages student behavior to uphold standards of mutually respectful and constructive interaction during individual work, cooperative learning and whole group activities 	<ul style="list-style-type: none"> ◆ Fails to interact effectively or appropriately with students or families ◆ Fails to frequently or effectively manage student behavior to uphold standards of mutually respectful and constructive interaction during individual work, cooperative learning and whole group activities
<i>Communicates Frequently and Effectively</i>	<ul style="list-style-type: none"> ◆ Educational work is published in a professional journal and applied in a school setting ◆ Presents educationally relevant information in a public forum outside of the School District 	<ul style="list-style-type: none"> ◆ Presents educationally relevant information outside in a public forum to colleagues or local community groups ◆ Promotes school wide events to local media outlets 	<ul style="list-style-type: none"> ◆ Communicates with colleagues, administrators and families frequently and appropriately ◆ Presents educationally relevant information to colleagues within the school 	<ul style="list-style-type: none"> ◆ Communicates infrequently, ineffectively or inappropriately with colleagues, administrators and families 	<ul style="list-style-type: none"> ◆ Fails to communicate frequently, effectively or appropriately with colleagues, administrators and families



COMPETENCY 7: Critical Thinking

(EDUCATOR ACCOMPLISHED PRACTICE 7: *Critical Thinking*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Effectively integrates critical thinking into planning</i>	<ul style="list-style-type: none"> Works with department, team, grade-level, school-wide or district-wide performance standards to identify higher-order thinking skills and designs and implements training 	<ul style="list-style-type: none"> Analyzes student performance standards to identify associated higher-order thinking skills, and designs and implements individualized and group learning strategies to evoke these higher order skills 	<ul style="list-style-type: none"> Designs and implements learning and performance strategies to evoke higher-orders skills 	<ul style="list-style-type: none"> Infrequently implements learning strategies and performance strategies to evoke higher-order skills 	<ul style="list-style-type: none"> No evidence of implementation of learning strategies to evoke higher-order skills
<i>Effectively integrates critical thinking into instruction</i>	<ul style="list-style-type: none"> Works with department, team, grade-level, school-wide or district-wide to assist colleagues and educational professionals in the development of lessons or activities that effectively integrate higher order thinking skills into the classroom 	<ul style="list-style-type: none"> Assists students in designing and completing open-ended projects and assignments that involve the need to gather information and solve authentic problems Poses problems, dilemmas, and questions in individual and cooperative lessons that involve value knowledge and that require evaluative thinking Using a variety of strategies (including modeling) instills in students the habit of applying the rules of evidence that govern the acceptability of judgments and conclusions Using a variety of strategies (including modeling), inculcates in students the habit of evaluating the reliability of data, the plausibility of claims, or the validity of interpretations in the field of study Poses age-appropriate questions and dilemmas whose solutions or implications are ambiguous, and assists students in developing habits of the mind sufficient to tolerate such ambiguity, and to make decisions despite incomplete or contradictory data 	<ul style="list-style-type: none"> Assists students in completing assignments that involve gathering information to help solve problems Poses problems and questions in lessons that involve value knowledge and evaluative thinking Assists students in applying the rules of evidence that govern the acceptability of conclusions Guides students in evaluating the reliability of data, or the plausibility of claims or interpretations in the field of study Values the various instructional roles of the teacher (e.g., instructor, diagnostician, designer, coach, mentor, audience, critic, model, etc.) and frequently assumes these roles as indicated by the lesson at hand or by specific student needs, including the needs of exceptional students and students of diverse academic, cultural, or linguistic backgrounds 	<ul style="list-style-type: none"> Infrequently or ineffectively implements lessons that involve evaluative thinking Infrequently or ineffectively assists students in applying the rules of evidence that govern the acceptability of conclusions Infrequently or ineffectively guides students in evaluating the plausibility of claims or interpretations in the field of study 	<ul style="list-style-type: none"> Assumes only a limited number of teacher-centered instructional roles No evidence of integration of strategies designed to evoke higher level thinking Ineffectively implements assignments that involve gathering information to help solve problems
<i>Effectively integrates critical thinking into assessment</i>	<ul style="list-style-type: none"> Facilitates or instructs educational professionals in adjusting assessment strategies in response to student need 	<ul style="list-style-type: none"> Monitors student work and adjusts individualized assessment strategies in response to student needs and successes in creative thinking 	<ul style="list-style-type: none"> Monitors student work and adjusts assessment strategies in response to student needs and successes in creative thinking 	<ul style="list-style-type: none"> Monitors student work but rarely adjusts assessment strategies in response to student needs and successes in creative thinking 	<ul style="list-style-type: none"> No evidence of critical thinking skill integration into assessment practice



COMPETENCY 8: Technology

(EDUCATOR ACCOMPLISHED PRACTICE 8: *Technology*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Effectively integrates technology instruction into the curriculum</i>	<ul style="list-style-type: none"> ◆ Integrates daily use of technology and is validated through classroom observations and lesson plans ◆ Teaches students to create and use software such as PowerPoint / Hyper Studio / Excel etc. as evidenced by completed student projects ◆ Creates lessons using appropriate software 	<ul style="list-style-type: none"> ◆ Integrates weekly use of technology and is validated through classroom observations and lesson plans ◆ Uses technology software such as PowerPoint / Excel / Word to enhance instruction. ◆ Teaches students to become proficient in internet research 	<ul style="list-style-type: none"> ◆ Uses classroom computers and available software each day with students ◆ Uses technology to enhance instruction (e.g.: display technology, DVD's, internet) ◆ Checks out and uses technology equipment available at the school 	<ul style="list-style-type: none"> ◆ Does not use classroom computers and available software daily ◆ Does not use available technology to enhance instruction on a regular basis 	<ul style="list-style-type: none"> ◆ Does not use classroom computers. ◆ Does not use technology for classroom instruction ◆ Fails to integrate the use of tools or technology into the course curriculum
<i>Effectively uses technology</i>	<ul style="list-style-type: none"> ◆ Designs training to teach others how to use technology / programs ◆ Creates and maintains a classroom website ◆ Creates and maintains the school website ◆ Teaches technology classes to others at the school or district ◆ Creates and interprets student/classroom data on software such as Excel ◆ Creates classroom lessons using presentation software ◆ Researches and promotes latest technology trends and equipment ◆ Uses high-end technology to enhance instruction such as video conferencing and interactive boards 	<ul style="list-style-type: none"> ◆ Attains new technology skills and implements ◆ Generates and maintains lesson plans using technology ◆ Teaches others how to use technology and/or programs ◆ Creates a classroom website ◆ Utilizes technology software including word processor, spreadsheets, databases, internet browsers and desktop publishing ◆ Assists others in troubleshooting and setting up technology 	<ul style="list-style-type: none"> ◆ Uses technology to create tests/worksheets/projects etc for students ◆ Adheres to District technology guidelines (e.g.: e-mail, internet) ◆ Uses appropriate technology to maintain records of students grades, attendance, progress to provide frequent reports to students and families ◆ Acquires resources by using technology (e.g.: Newton Library, media link, EdGate, FIRN) ◆ Basic computer setup (attaching keyboard, plugging in monitor, troubleshooting etc.) is self maintained ◆ Appropriate use of technology support ◆ Monitors student use of technology 	<ul style="list-style-type: none"> ◆ Does not use technology to create tests/worksheets/projects etc for students ◆ Inaccurately uses technology to maintain records of students grades, attendance, progress to provide frequent reports to students and families ◆ Is unknowledgeable about outside resources available through technological avenues ◆ Fails to monitor student use of technology 	<ul style="list-style-type: none"> ◆ Does not adhere to District technology guidelines (e.g.: e-mail, internet) ◆ Does not use technology to maintain records of student's grades, progress, attendance, etc.



COMPETENCY 9: Role of the Teacher

(EDUCATOR ACCOMPLISHED PRACTICE 9: *Role of the Teacher*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Guards Student Safety</i>	<ul style="list-style-type: none"> Initiates and provides leadership for safe school awareness and intervention programs and activities 	<ul style="list-style-type: none"> Recognizes in students signs of child abuse, severe emotional distress, and alcohol or drug abuse and takes appropriate intervention, referral and reporting action Volunteers for membership and is actively involved on the School Safety Committee 	<ul style="list-style-type: none"> Recognizes in students overt signs of child abuse, severe emotional distress, alcohol or drug abuse and takes appropriate intervention, referral and reporting actions Meets SREF classroom safety requirements Provides constant supervision of students 	<ul style="list-style-type: none"> Recognizes in students overt signs of child abuse, severe emotional distress, alcohol or other drug abuse but fails to take appropriate intervention, referral or reporting actions Fails to meet SREF classroom safety requirements Inconsistently provides supervision of students (classroom and duties) 	<ul style="list-style-type: none"> Does not recognize in students overt signs of child abuse, severe emotional distress, alcohol or other drug abuse but fails to take appropriate intervention, referral or reporting actions Fails to correct classroom SREF deficiencies Fails to provide supervision of students (classroom and duties)
<i>Collaborates for Student Achievement</i>	<ul style="list-style-type: none"> Serves as a student advocate in the school and with the social, legal, and health agencies in the community Teacher with Collegial Coaching of SCATT Training who works effectively with Interns and peer Teachers Provides leadership for cooperative teams of colleagues and other adults to meet students educational, social, linguistic, cultural and emotional needs Locates and enlists new school volunteers, and works with volunteers to promote student interest, motivation, and learning Volunteers for membership and is actively involved on the School Advisory Council, DAC, PTA, PTO, and/or professional organizations Sponsors multiple extracurricular activities or brings positive recognition for students or school 	<ul style="list-style-type: none"> Proposes and facilitates ways in which families can support and reinforce classroom, school and district goals, objectives, and standards Frequently collaborates with the community to provide students with a variety of experiences to examine career opportunities Sponsors extracurricular activities 	<ul style="list-style-type: none"> Assists the school in meeting School Improvement efforts Works effectively with cooperative teams of colleagues and other adults to meet students educational, social, linguistic, cultural and emotional needs (e.g.: PMP, BIP, IEP, ELL, PLC) Serves as a student advocate in the school 	<ul style="list-style-type: none"> Participates in improvement efforts only when asked to do so Neither hinders or supports school-based personnel as they manage the continuous improvement process Fails to work effectively with cooperative teams of colleagues and other adults to meet students educational, social, linguistic, cultural and emotional needs (e.g.: PMP, BIP, IEP, ELL, PLC) 	<ul style="list-style-type: none"> Engages in self-improvement only in areas requested by supervisor Is unaware or misinformed about current trends in education Shows little or inconclusive evidence of increased teaching capacity Maintains a list of accomplishments that lacks evidence of individual self-improvement efforts and activities

BIP –Behavioral Intervention Plan

DAC – District Advisory Committee

E.L.L. – Educating Other Language Learners

I.E.P. – Individual Education Plan

PLC – Professional Learning Communities

PMP – Progress Monitoring Plan

PTA – Parent Teacher Association

PTO – Parent Teacher Organization

SREF – State Requirements for Educational Facilities

**COMPETENCY 10: Student Achievement and Continuous Improvement****(EDUCATOR ACCOMPLISHED PRACTICE 10: *Student Achievement and Continuous Improvement*)**

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Facilitates School Improvement</i>	<ul style="list-style-type: none"> ◆ Assist colleagues in developing and implementing school/District goals and strategies ◆ Provides leadership within SAC and/or Academic Leadership Teams 	<ul style="list-style-type: none"> ◆ Participates in developing school wide goals and strategies ◆ Participates in SAC and/or Academic Leadership Teams 	<ul style="list-style-type: none"> ◆ Participates in developing grade level/department/classroom goals aligned with school improvement goals 	<ul style="list-style-type: none"> ◆ Participates in improvement efforts only when directed to do so ◆ Fails to implement effective strategies to support school improvement goals, Sunshine State Standards and the District Academic Plan 	<ul style="list-style-type: none"> ◆ Lacks knowledge and evidence of school improvement goals, Sunshine State Standards and the District Academic Plan
<i>Uses Data Effectively</i>	<ul style="list-style-type: none"> ◆ Calculates learning gains from previous year and develops an action plan for increasing student achievement 	<ul style="list-style-type: none"> ◆ Calculates classroom learning gains from previous year 	<ul style="list-style-type: none"> ◆ Shows evidence of progress monitoring as it relates to school improvement goals ◆ Results of progress monitoring are used to design future instruction ◆ Use learning gains data for the purpose of designing future instruction 	<ul style="list-style-type: none"> ◆ Infrequently makes instructional decisions based on data 	<ul style="list-style-type: none"> ◆ Fails to use data to make instructional decisions
<i>Participates in Professional Development Linked to Student Achievement</i>	<ul style="list-style-type: none"> ◆ Implements in the classroom and/or trains colleagues as a result of additional professional development 	<ul style="list-style-type: none"> ◆ Attends additional trainings related to school improvement and displays evidence of new learning 	<ul style="list-style-type: none"> ◆ Attends required trainings and completes follow up 	<ul style="list-style-type: none"> ◆ Teacher is not actively engaged during required trainings and/or does not complete follow up 	<ul style="list-style-type: none"> ◆ Fails to attend or complete required trainings



COMPETENCY 11: Subject Matter

(EDUCATOR ACCOMPLISHED PRACTICE 11: *Subject Matter*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><i>Uses knowledge of subject matter to support student achievement</i></p>	<ul style="list-style-type: none"> ◆ Conducts in-service training related to subject matter either school based or district level 	<ul style="list-style-type: none"> ◆ Shows through in-service record and lesson plans that additional coursework has been taken to enhance subject matter knowledge beyond school or district requirements ◆ Demonstrates a superior breadth of subject matter knowledge that leads students to approach and to interrelate topics from a variety of disciplines, perspectives, interests, and points of view ◆ Uses extensive knowledge of subject matter to increase student interest, engagement and performance 	<ul style="list-style-type: none"> ◆ Consistently communicates accurate knowledge of subject matter in a comprehensible manner using appropriate language and style appropriate to the learner ◆ Uses knowledge of subject matter to support interest and engagement and enable students to understand how the subject relates to other disciplines ◆ Uses the vocabulary, practices, references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner 	<ul style="list-style-type: none"> ◆ Communicates limited knowledge of subject matter ◆ Infrequently uses the vocabulary, practices, references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner 	<ul style="list-style-type: none"> ◆ Communicates inaccurate knowledge of subject matter ◆ Fails to enable students to understand how the subject is related to other disciplines ◆ Displays a limited knowledge of subject matter which often fails to increase student knowledge, interest and engagement. Instead, due to a limited knowledge of subject matter, student knowledge, interest and engagement may be decreased ◆ Uses the vocabulary, practices, references, materials, and technologies of the subject field ineffectively or in a manner inappropriate to the developmental stage of the learner
<p><i>Maintains currency in knowledge of subject matter</i></p>	<ul style="list-style-type: none"> ◆ Demonstrates/Communicates/Transfers a superior breadth of subject matter that supports collaboration with other colleagues (e.g. National Board Certification, serving on district cadres related to subject matter, advance degree in subject area, seminars/conferences in seminars) 	<ul style="list-style-type: none"> ◆ Maintains currency in regards to changes in the subject field and promotes such currency among colleagues ◆ Regularly participates in and provides support for activities and events of professional associations which directly support knowledge of subject matter, and encourages others to do s. ◆ Regularly attends in-service workshops related to subject matter, implements and evaluates new strategies and shares new learning with colleagues 	<ul style="list-style-type: none"> ◆ Maintains currency in regard to changes in the subject field ◆ Frequently participates in activities and events of professional associations which directly support knowledge of subject matter ◆ Frequently attends in-service workshops related to subject matter, and implements and evaluates new strategies 	<ul style="list-style-type: none"> ◆ Participates in in-service workshops related to subject matter only when required by the school 	<ul style="list-style-type: none"> ◆ Uses outdated materials, methods of delivery that are ineffective and fail to increase student knowledge, interest and engagement ◆ Refuses to implement teaching strategies that are researched proven to increase student learning and engagement. ◆ Does not participate in required workshops related to subject matter



COMPETENCY 12: State, School, and District Requirements

(EDUCATOR ACCOMPLISHED PRACTICE 12: *State, School, and District Requirements*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><i>Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida</i></p>	<ul style="list-style-type: none"> ◆ Teaches “Code of Ethics” at the district level ◆ Supports efforts to enhance the teaching profession by becoming a peer or mentor teacher 	<ul style="list-style-type: none"> ◆ Takes proactive measures to protect students from conditions harmful to learning, to the student’s mental or physical health or safety ◆ Encourages students to take independent action in pursuit of learning and facilitates such pursuits within the school 	<ul style="list-style-type: none"> ◆ Adheres to the State, School and District policies and procedures of the teaching profession ◆ Adheres to provisions of the Collective Bargaining Agreement ◆ Consistently adheres to the policies and procedures that are outlined in the staff handbook (e.g. lesson planning, assessment, grading, proper use of email, and leaves) ◆ Is punctual in reporting to school and in carrying out school assignments ◆ Observes confidentiality relating to students, teachers and school ◆ Makes suggestions and offers criticism with discretion ◆ Responds reasonably to and acts appropriately upon constructive criticism ◆ Meets deadlines (e.g.: IPDP, grades, reports, attendance, PMP, IEP, etc.) ◆ Maintains currency for certifications and endorsements 	<ul style="list-style-type: none"> ◆ Inconsistently adheres to the State, School and District policies and procedures of the teaching profession ◆ Violates provisions of the Collective Bargaining Agreement ◆ Inconsistently adheres to the policies and procedures that are outlined in the staff handbook (e.g. lesson planning, assessment, grading, personal use of email, and leaves) ◆ Is not punctual in reporting to school and in carrying out school assignments ◆ Inconsistently observes confidentiality relating to students, teachers and school ◆ Does not use discretion in making suggestions ◆ Does not respond professionally to constructive criticism ◆ Inconsistently meets deadlines (e.g. : IPDP, grades, reports, attendance, PMP, IEP, etc.) 	<ul style="list-style-type: none"> ◆ Fails to adhere to the State, School and District policies and procedures of the education profession ◆ Fails to adhere to the policies and procedures as outlined in the staff handbook ◆ Uses email for political, sexual, or religious reasons ◆ Uses institutional privileges for personal gain or advantage. ◆ Fails to maintain honesty in all professional dealings ◆ Fails to make reasonable effort to protect students from conditions harmful to learning, to the student’s mental or physical health or safety ◆ Fails to maintain certifications and endorsements ◆ Pattern of abuse of punctuality or leaves ◆ Fails to observe confidentiality relating to students, teachers and school ◆ Demonstrates a pattern of not using discretion ◆ Demonstrates a pattern of responding unprofessionally to constructive criticism ◆ Fails to meet deadlines (e.g.: IPDP, grades, reports, attendance, PMP, IEP, etc.)

IPDP – Individual Professional Development Plan

PMP – Progress Monitoring Plan

IEP – Individual Education Plan