Domain 1: Planning/Preparation

1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate lesson design questions.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses content standards to develop long range plans and continues to monitor and adjust through the year; shares findings with colleagues.	Uses content standards to develop long range plans and continues to monitor and adjust throughout the year.	Has some understanding of content standards and occasionally addresses them.	Has looked at the content standards But does not use them as part of planning.

2. Define learning goals with rubrics and objectives for unit and daily plans.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Goals & objectives include rigorous and relevant lessons based on content standards and needs of students.	Goals & objectives aligned with content standards and maintain student engagement.	Depends on others to develop goals and objectives of lessons with limited student engagement.	Limited knowledge of content and depends on textbook organization to plan and prepare lessons.

3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organize strategies and activities in an appropriate sequence.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Lessons demonstrate confident, competent content knowledge with clearly organized strategies and activities in the appropriate sequence.	Lessons demonstrate adequate knowledge of content with organized strategies and activities in the appropriate sequence.	Developing knowledge of content and depends on others to provide lessons.	Demonstrates little knowledge of sequencing concepts and prerequisite skills.

4. Define learning goals with rubrics and objectives for unit and daily plans.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Effectively defines standards-based learning goals for students using rubrics and objectives in unit and daily plans.	Aligns goals and objectives with content standards and articulates alignment to students; uses rubrics to help students understand expectations.	Uses rubrics, learning goals, and/or objectives form the textbook, but does not communicate such to students.	Does not define learning goals or establish objectives for unit and daily plans.

All Highly Effective indicator ratings serve as a model for other teachers/colleagues and consistently takes the initiative to share with colleagues.
04/06/12

5. Revise plans based on student needs.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Lesson plans consistently reflect revisions based on diagnostic, summative and student self assessments.	Lesson plans are written to reflect specific needs of student groups based on diagnostic and summative assessments.	Lesson plans are written and followed with occasional differentiation based on student needs and outcomes.	Lesson plans reflect no attention to student needs or outcomes.

6. Plan and prepare a variety of learning activities considering the special needs of English language learners, students with disabilities and for students from home environments that offer little support for schooling.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Continuous progress monitoring throughout year; differentiating instruction with imbedded research and innovative strategies for student engagement.	Plans for a variety of instructional strategies to include contemporary research and student progression.	Plans limited activities to meet individual needs of students.	Fails to plan for individualized instruction.

7. Revise plans based on student needs.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Demonstrates a deep understanding of student needs and plans reflect contemporary research and innovative strategies for active student engagement.	Demonstrates a basic understanding of student needs and plans some activities that engage students while addressing individual needs.	Plans for whole group instruction with limited understanding of individual needs and minimum engagement.	Plans do not reflect an attempt to address individual needs and/or student engagement.

8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Collaborates with colleagues in the design and execution of lessons showing correlation and integration of all standards with focus on rigorous and demanding real world situations.	Plans lessons addressing content standards that require students to make connections to prior learning using higher level thinking skills.	Plans lessons that reflect content standards through textbook reference with limited requirement for higher level thinking skills.	Fails to plan lessons that reflect content standards and only requires interaction with lower levels of knowledge.

9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently demonstrates differentiated instruction through the use of materials, resources, and technology and shares with others.	Occasionally demonstrates differentiated instruction through the use of materials, resources, and technology with limited sharing.	Has a limited understanding and integration of differentiated instruction.	Fails to implement differentiated instruction.

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04/06/12

Domain 2: Classroom Management

10. Establish and maintain a positive, organized, and safe learning environment.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Students contribute to a smooth functioning classroom conducive of respect and learning to include: clear traffic flow, adequate work space, materials in place and extremely organized.	Classroom environment functions smoothly as students and teachers demonstrate mutual respect and learning to include: adequate traffic flow, devoted work space, materials in place and somewhat organized.	Classroom environment functions somewhat effectively. Classroom routines and use of space partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment characterized by chaos and conflict. Poor use of physical space and negative interactions between individuals.

11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
All students are highly engaged in learning and make material contributions to the success of the class through participation, active involvement, and use of data. The teacher persists in the search for approaches to meet the needs of every student.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality. The teacher uses data and demonstrates flexibility with the lesson and each student.	Some students are engaged in learning because of partially clear communication, uneven use of discussion strategies and some suitable instructional activities/materials. Teacher is moderately flexible in adjusting the instructional plan in response to student s' interest.	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, lack of use of data and rigid adherence to textbook plan.

12. Maintain a clean attractive learning environment.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Classroom arrangement is conducive to the planned activity, materials are organized and the overall environment of the classroom is developmentally appropriate. Student work is posted, active word walls evident and all displays are updated and current.	Classroom arrangement is conducive to the planned activity, most materials are organized and the overall environment of the classroom is grade level appropriate with some student work posted and word walls in place.	Classroom is somewhat organized with limited, updated displays.	Classroom is unorganized, unattractive with little or no displays. Furniture arrangement hinders activities.

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04/06/12

13. Maintain academic focus by using a variety of motivational techniques.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Teacher persists in seeking effective approaches for students who need help by building on student interests, using an extensive repertoire of strategies and making adjustment to lessons when needed with an enthusiastic, positive entirely appropriate approach.	Teacher persists in seeking approaches for students who are having difficulty learning, utilizing a variety of strategies and making minor adjustments when needed with a positive approach.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies.	Teachers gives up or blames or is unaware of student progress while rigidly adhering to an instructional plan even when a change is clearly needed.

14. Establish and use behavior management techniques which are appropriate and effective.

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

15. Establishes routines and procedures and works with students on consistently following them.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Routines and procedures are clear, practiced, and no instruction time is lost.	Routines and procedures are clear and little instruction time is lost.	Routines and procedures seem to be established and most students seem to understand them but some instruction time is lost.	Routines and procedures do not seem to be established and the majority of instruction time is lost.

16. Create a learning environment that is challenging yet non-threatening.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Teacher sets standards that are appropriate for all students, makes adaptations as needed, requires higher level thinking, and provides differentiated instruction all while in an environment of respect and teamwork.	Teacher sets standards that are challenging in an environment of respect and team work.	Teacher teaches the standards using mostly the textbook as main source of information. Students participate when called to participate.	Teacher gives page numbers for students to do/read and answer questions in text.

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04/06/12

Domain 1: Principals, Karen Wells, Beth Mims, Beth O'Donnell, Tanya English; Domain 2: Angie Walker/Jackie High; Domain 3: Mike Barwick; Domain 4: Kim Dutton; Domain 5: Mike Crouch; Domain 6: Beth Mims; Domain 7: Alyssa Higgins/Dod Walker; Domain 8: Susan Brazier

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04/06/12

17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	Transitions occur smoothly, with little loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions are chaotic, with much time loss between activities or lesson segments.

18. Establish and maintain effective and efficient record keeping procedures.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Teacher's system for maintaining information is extremely organized; includes student behavior, parent communication, and academic monitoring with extensive detail and clarity in all areas.	Teacher's system for maintaining information; includes student behavior, parent communication, and academic monitoring with extensive detail and clarity in all areas.	Teacher has established a system of record keeping that shows some student behavior, parent communication and academic monitoring.	Teacher has failed to established or use a system for record keeping.

19. Manage time effectively.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Transitions are seamless from one activity to the next with no loss of instructional time.	Seamless transitions from one activity to the next with little loss of instructional time.	Transitions to activities require instruction and redirection and instructional time is lost.	Much instructional time is lost due to lack of routines and procedures.

20. Develop routines and effective techniques for minimizing time required for administrative and organizational activities.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Teacher has obvious procedures in place that are highly systematic and efficient.	Teacher has procedures in place that require little to no direction.	Teacher has some procedures in place but reminders and directions are needed.	Teacher has few procedures in place.

21. Manage materials and equipment effectively.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Routines for handling materials and equipment are seamless with students assuming some responsibilities for smooth operation and no loss of instructional time.	Routines for handling materials and equipment occur smoothly with little loss of instructional time.	Routines for handling materials and equipment function moderately well, but with some loss of instructional time.	Materials and equipment are handled inefficiently, resulting in significant loss of instructional time.

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04/06/12

22. Organize materials for efficient distribution and collection.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Routines for handling materials are seamless and consistent, with students assuming some responsibilities for smooth operation and no loss of instructional time.	Routines for handling materials occur smoothly with little loss of instructional time.	Routines for handling materials moderately well, but with some loss of instructional time.	Materials are handled inefficiently, resulting in significant loss of instructional time.

23. Instruct and supervise the work of volunteers and aides when assigned.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Volunteers and/or paraprofessionals are utilized and trained by the classroom teacher to enhance the classroom environment for academic progress of students.	Volunteers and/or paraprofessionals are utilized on an "as needed basis" to enhance the classroom environment for academic progress of students.	Volunteers and/or paraprofessionals are utilized on an "as needed basis."	Volunteers and/or paraprofessionals are not utilized.

24. Assist in enforcement of school rules, administrative regulations and Wakulla School Board Policy.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Teacher follows and enforces all school rules and Board policies at all times while taking a school-wide leadership role.	Teacher follows and enforces school rules and Board policies at all times within the classroom.	Teacher follows and enforces most of the school rules and Board policies some of the time.	Teacher does not follow or enforce school rules or Board policies.

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04/06/12

Domain 3: Assessment/Evaluation

25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.

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

26. Develop and use diagnostic assessments prior to instruction.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses diagnostic measures to create and adjust lesson plans and strategies to meet individual student needs; confers with colleagues about prior student progress.	Uses diagnostic information to plan for lesson plans and instruction.	Is developing an understanding of the importance of diagnostic tools to plan for lessons and interaction.	Does not use diagnostic information before or during a unit of study.

27. Use on-going assessments to monitor learning and adjust instruction.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Analyzes and uses a variety of data including input from colleagues on instruction and program evaluation.	Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.	Has analyzed some data but has done little to initiate own instructional or program evaluation.	Does not analyze own instructional planning, teaching strategies or program evaluation.

28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses a variety of methods to frequently check for understanding during a lesson and re-teaches as appropriate.	Frequently checks for understanding and reteaches as appropriate.	Asks students if they understand during lesson.	Seldom checks for individual student understanding.

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04/06/12

29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses specific praise in recognizing knowledge gain and reteaches as appropriate.	Frequently checks for understanding and reteaches as appropriate.	Asks students if they understand but seldom provides individual feedback.	Seldom checks for individual student understanding.

30. Communicate, in understandable terms, individual student progress knowledgably and responsibly to the students, parents, and professional colleagues who need access to the information.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Clearly articulates academic progress to students, parents and colleagues on a regular basis in a variety of formats.	Articulates academic progress to students, parents and colleagues.	Provides academic data to students and asks them to take it home to their parents.	Believes it is the student's responsibility to review their grades and tell their parents about their academic progress.

31. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance.

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

32. Communicate, post, explain lesson expectations so students understand what is expected.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Communicates posts and explains lesson expectations clearly to students and checks for understanding regularly.	Posts lesson expectations so students will know what is expected.	Tells students what is expected and occasionally posts an example from a previous class.	Expects the students to read the text and follow the directions without expectations clarified or posted.

33. Evaluate the effectiveness of instructional units and teaching strategies.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Analyzes and uses a variety of data including input from colleagues on instruction and program evaluation.	Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.	Has analyzed some data but has done little to initiate own instructional or program evaluation.	Does not analyze own instructional planning, teaching strategies or program evaluation.

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04/06/12

Domain 4: Student Instructional Engagement

34. Demonstrate knowledge and understanding of curriculum content

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently demonstrates extensive evidence of current curriculum knowledge. Clearly explains content concepts to students and shares with colleagues.	Demonstrates extensive evidence of current curriculum knowledge, Clearly explains content concepts to students.	Demonstrates minimal knowledge of current curriculum. Misconceptions and errors in lessons are evident.	Fails to demonstrate appropriate knowledge of curriculum content. Fails to engage students in academic lessons based on approved curriculum.

35. Communicate high expectations for learning for all students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently communicates, high expectations for learning achievement to all students. Students are involved in goal setting and analyzing their progress.	Communicates high expectations for learning achievement to all students.	Inconsistently communicates expectations for learning achievement to some students.	Does not communicate expectations for learning achievement to students.

36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently states learning goals and prepares rubrics fully explaining levels of expected performance. Shares rubrics with others.	States learning goals and prepares rubrics explaining levels of expected performance.	Inconsistently states learning goals and prepares rubrics minimally explaining levels of expected performance.	Does not state learning goal or prepare rubrics. Expected performance levels are not explained or communicated.

37. Monitor learning activities, providing feedback and reinforcement to students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently monitors student progress and understanding of content, through multiple formative and summative assessments providing high quality feedback in a timely manner.	Monitors student progress and understanding of content, through formative and summative assessments providing feedback in a timely manner.	Inconsistently monitors student progress and understanding of content through required assessments providing minimal feedback.	Does not monitor student progress or their understanding of content.

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04/06/12

38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently and skillfully meets the learning needs of all through differentiating and scaffolding the learning environment.	Meets the learning needs of all through differentiating and scaffolding the learning environment.	Attempts to differentiate and scaffold the learning environment to meet the learning needs of all are sporadic.	Fails to differentiate or scaffold the learning environment. Instruction is delivered in the same format to all without individualization.

39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently seeks out appropriate techniques to enhance critical and evaluative thinking through current research and innovative instructional materials, including the integration of technology. Lesson plans show evidence of high quality problem solving activities.	Provides appropriate techniques to enhance critical and evaluative thinking through current research and innovative instructional materials, including the integration of technology. Lesson plans show evidence of problem solving activities.	Attempts to provide techniques to enhance critical and evaluative thinking capabilities are sporadic.	Fails to provide techniques and strategies to enhance critical and evaluative thinking capabilities.

40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently seeks out ways to engage students in activities that help them link what they already know to new content. Lesson plans show evidence of graphic and visual organizational strategies.	Engages students in activities that help them link what they already know to new content. . Lesson plans show evidence of graphic and visual organizational strategies.	Minimally engages students in activities that help them link what they already know to new content.	Fails to engage students in activities that help them link what they already know to new content.

41. Assist students in accessing, interpreting, and evaluating information from multiple sources.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently seeks out ways to assist students in analyzing information from multiple sources, i.e.; connections to students' own experiences, interests, current events and the integration of technology.	Assists students in analyzing information from multiple sources, i.e.; connections to students' own experiences, interests, current events and the integration of technology.	Minimally assists students in analyzing information from multiple sources, i.e.; connections to students' own experiences, interests and current events. The integration of technology is sporadically used.	Fails to assist students in analyzing information from multiple sources, i.e.; connections to students' own experiences, interests, current events. Technology is not used as a resource.

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04/06/12

42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently provides high quality instructional modifications integrated with technology to maximize student learning. Seeks out current research and innovative instructional materials and makes ongoing adjustments in strategies, based on individual student learning.	Provides effective instructional modifications integrated with technology to maximize student learning. Utilizes current research and innovative instructional materials and makes ongoing adjustments in strategies, based on individual student learning.	Provides minimal instructional modifications to maximize student learning. Technology integration is sporadic.	Fails to provide instructional modifications to maximize student learning.

43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Skillfully develops quality work for students which is focused on meaningful, relevant, and engaging learning experiences and takes a leadership role to share with colleagues.	Provides quality work for students which is focused on meaningful, relevant, and engaging learning experiences.	Work provided is less than quality and learning experiences lack relevancy and focus.	Fails to provide meaningful or relevant learning experiences.

44. The teacher organized the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently initiates the organization of the class to facilitate students in the formation of their academic goals and analyzing their progress.	Organizes the class to facilitate students in the formation of their academic goals and analyzing their progress.	Minimal organization to facilitate students in the formation of their academic goals or analyzing their progress. Teacher controls the class as the leader, never the facilitator.	Fails to facilitate students in the formation of their academic goals or analyzing their progress.

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04/06/12

45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.

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

46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently monitors behavioral and physical indicators of student distress and acts promptly when signs are observed, following all district policies for referral and reporting.	Monitors behavioral and physical indicators of student distress and acts promptly when signs are observed, following all district policies for referral and reporting.	Sporadically monitors and reports observed signs of student behavioral or physical indicators of distress when observed.	Fails to monitor or report signs of student behavioral or physical indicators of distress.

All Highly Effective indicator ratings serve as a model for other teachers/colleagues and consistently takes the initiative to share with colleagues.
04/06/12

Domain 5: Technology

47. Use appropriate technology in instructional delivery.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Utilizes all available technologies to deliver instruction and shares these techniques with other teachers. Students are actively engaged with relevant and appropriate technology.	Some technology is used consistently in instruction. Most students are actively engaged and are comfortable with the use of relevant and appropriate technology.	Is beginning to explore the occasional use of technology to engage students in the learning process.	No evidence of any use of technology in instruction beyond the use of mundane tasks.

48. Use technology to establish an atmosphere of active learning.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Various technologies are used to engage all students. Students are excited about the use of the various technologies. Students have input on the use of technology.	Some technologies are used to supplement lessons and to aid students in learning. Most students are engaged by the technology.	Technology is used at times, but not to its full potential. Most students are not engaged or impressed with the instructor's use of technology	Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.

49. Provide students with opportunities to use technology to gather and share information with others.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses technology to move learning outside of the classroom. Students understand the use of technology for research and networking.	Uses technology to enhance the exchange of information among students in the class.	Technology opportunities are taught, but not practiced in or out of the classroom.	No opportunities to use technology in the classroom.

50. Facilitate student access to the use of electronic resources.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Students are engaged in learning through networking, web use, online text and research. Students lead others with technology.	At times, students demonstrate the use of technology in the classroom. Most students are engaged in the use of technology.	Little use of current technology. Parents have not received authorized access to available online textbook.	Teacher is unaware of technology resources available through school or district. Parents have not received authorized access to available online textbook.

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04/06/12

51. Explore and evaluate new technologies and their educational impact.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Is on the cutting edge of technology exploration and implementation. Regularly seeks out new technologies and shares information with administrators and colleagues. Students give feedback on the effectiveness of these new technologies.	Reads articles and attends trainings where new technologies and new uses for technology are explored. Often tries new ideas in the classroom.	Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.	Is overwhelmed at the fast pace with which technology is changing. Finds it difficult to relate to today's technology savvy students.

52. Use technology to review student assessment data.

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

53. Use technology for administrative tasks.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Efficiently and effectively uses technology for communication within the school, between schools and beyond. Uses technology to create avenues. for parental involvement in the learning process. Maintains accurate and timely records, assisting others with proven record keeping strategies.	Communicates in a timely and effective manner with colleagues. Collaborates with others to solve problems. Fulfills all administrative record keeping requirements in a timely and accurate manner.	Is beginning to use technology as a tool for some administrative tasks. Sometimes uses the computer for communication. Occasionally fails to complete reports on time or accurately.	Finds the use of technology a burden. Is troubled by the significant amount of time involved to learn a new computer program or system. Frequently fails to complete reports on time or accurately.

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04/06/12

Domain 6: Collaboration

54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Initiates and maintains a positive collaborative relationship with all parents and community stakeholders; Written and oral communications are exemplary.	Consistent, timely, and effective communication with parents; engages parents; communication adheres to rules of Standard English.	Communications with parents are sporadic or minimal; communications may contain noticeable errors	Frequently fails to return parent phone calls/emails; fails to engage parents; communications may be filled with errors.

55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Initiates and provides leadership to assure effective collaboration with the appropriate people to assist in meeting student needs.	Collaborates with students, parents, school staff, and other appropriate persons to assist in meeting student needs.	Collaboration attempts are sporadic and/or minimal and are not focused on meeting student needs.	Fails to collaborate with students, school staff, and other appropriate persons to assist in meeting student needs.

56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Seeks out ways to effectively provide accurate, timely, and motivational information to parents/students regarding student performance (academic/behavioral).	Provides accurate and timely information to parents and students about student academic and behavioral performance.	Communication attempts regarding student performance (behavioral/academic) are sporadic and may be inaccurate.	Fails to provide accurate and timely information to parents and/or students regarding student performance (behavioral/academic).

57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently provides leadership in team planning and initiates creation/sharing of resources to assure full implementation of required standards.	Actively participates in team planning and sharing of resources to assure full implementation of required standards.	Fails to follow up when team meetings and planning sessions are missed; rarely participates as a viable part of the team.	Rarely, or only with coercion, participates in team meetings and planning; fails to share ideas/resources.

All Highly Effective indicator ratings serve as a model for other teachers/colleagues and consistently takes the initiative to share with colleagues.
04/06/12

58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Seeks out and implements ways to positively collaborate with students' families to increase student achievement.	Establishes and maintains a positive collaborative relationship with students' families to increase student achievement.	Attempts at collaboration with students' families are sporadic and may be seen as ineffective.	Relies on report cards and required failure notices to communicate with students and families; most feedback is negative.

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04/06/12

Domain 7: Professional Learning

59. Engage in continuing improvement of professional knowledge and skills.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Leads, models and shares effective techniques, strategies and information with colleagues each week via Professional Learning Community Meetings.	Regularly meets with colleagues and participates in Professional Learning Community Meetings to discuss lesson design, student work and data.	Attends collaborative meetings and occasionally shares personal reflections and student work with colleagues.	Rarely contributes and sporadically attends team meetings.

60. Assist others in acquiring new knowledge and understanding.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Teacher takes a leadership role in promotion a culture of professional inquiry by creating and providing professional development and disseminating information to colleagues.	Teacher actively participates in a culture of professional inquiry demonstrated by presenting workshops and serving on committees.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher avoids participation in a culture of inquiry, resisting opportunities to become more knowledgeable.

61. Keeps abreast of developments in instructional methodology, learning theory, curriculum trends and content.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.

62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan focusing on improved student outcomes.	Teacher welcomes feedback from colleagues and supervisors or when opportunities arise through professional collaboration.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.

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04/06/12

63. Participate in school data collection of teacher input on principal's performance assessment program.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Assumes a leadership role in data collection of teacher input on principals' performance assessment program.	Actively participates in school data collection of teacher input on principal's performance assessment program.	Reluctantly participates in school data collection of teacher input on principals' performance assessment program.	Teacher avoids become involved in school data collection of teacher input on principals' performance assessment program.

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04/06/12

Domain 8: Professional Responsibility

64. Acts in a professional manner and adhere at all times to The Code of Ethics and the Principals of Professional Conduct of the Education Profession in FL.

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

65. Perform assigned duties including the accurate and timely filing of all reports.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently follows and maintains highly accurate federal, state, and district policies regarding record keeping duties such as daily attendance, entering grades for Progress Reports and Report Cards, student cumulative folders, Assessment data, and Exceptional Student information in a timely manner.	Performs assigned duties in an accurate and timely manner for record keeping purposes such as daily attendance, entering grades for Progress Reports and Report Cards, student cumulative folders, Assessment data, and Exceptional Student information.	Completes assigned duties for record keeping, but not always timely or accurate without prompting.	Fails to complete assigned record keeping duties accurately and/or in a timely fashion.

All Highly Effective indicator ratings serve as a model for other teachers/colleagues and consistently takes the initiative to share with colleagues.
04/06/12

66. Demonstrates attention to punctuality, attendance, records, and reports.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently demonstrates a high degree of attention to punctuality (arrives on time or early daily , follows school schedules, and arrives for meetings on time or early). Is in attendance for daily classroom instruction and meetings. Demonstrates a high degree of accuracy in records and reports submitted.	Is punctual and in attendance most days for classroom instruction and meetings. Submits accurate records and reports in a timely manner.	Occasionally arrives late to school, classroom instruction, and/or meetings. Records and/or reports are sometimes in need of attention to accuracy or must be requested on several occasions.	Consistently is late for school, classroom instruction and/or meetings. Deadlines and attention to accuracy is often missing from records and/or reports.

67. Maintains confidentiality of student and other professional information.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Continually demonstrates a high degree of confidentiality of student and other professional information. Never discussing or sharing information with anyone who does not have an appropriate educational need to know and in an appropriate setting.	Maintains the confidentiality of student and other professional information.	Has discussed or shared confidential student or other professional information with inappropriate persons such as: parents or neighbors and/or in an inappropriate setting such as the teacher's lounge or ball-park.	Continually discusses or shares student or other professional information with persons who do not have a relevant educational reason to know or in an inappropriate setting.

68. Comply with policies, procedures, and programs.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Works to know fully and consistently comply with district, state and federal policies, procedures, and programs.	Complies with known policies, procedures and programs.	Is not fully aware of all district, state, and federal policies, procedures, and programs, but tries to comply with those known.	Consistently does their "own thing" in regards to policies, procedures, and programs.

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04/06/12

69. Exercise appropriate professional judgment.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Exhibits a high level of professional judgment in actions, dress, verbally in the school and community settings, and on social networking sites.	Uses professional judgment in actions, dress, verbally in the school and community settings, and on social networking sites.	Needs guidance occasionally in professional judgment concerning actions, dress, verbally in school and community settings, and on social networking sites.	Demonstrated poor professional judgment concerning actions both verbal and nonverbal in the school and community setting, dress appropriateness, and information shared on social networking sites.

70. Support school improvement initiatives by active participation in school activities, services, and programs.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Effectively demonstrates support of the school improvement initiatives and provides leadership by actively participating in the development and implementation of the School Improvement Plan's initiatives.	Supports school improvement initiatives by active participation in school activities, services, and programs.	Is aware of but, only partially implements classroom activities, services and programs outlined in the School Improvement Plan.	Is unaware of and/or does not participate in the school improvement process or the school's initiatives.

71. Performs other incidental tasks consistent with the goals and objective of this position.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Is highly motivated and a self-starter. Reflects and initiates goals and objectives based on personal and students' needs to successful meet the demands of the job.	Performs incidental tasks consistent with the goals and objectives of this position. When tasks are assigned they are completed in a timely manner.	Needs direction from supervisors and/or colleagues in completing tasks from time to time.	Lacks initiative and follow - through when assigned tasks consistent with the goals and objectives of this position.

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04/06/12