



# **FLAGLER COUNTY TEACHER EVALUATION TOOL**

**4 DOMAINS**                      **Based on the Florida Educators Accomplished Practice**

**RUBRICS**                        **Based on Charlotte Danielson Research**

**TEACHER EVIDENCE**       **Based on Robert Marzano Research**

August 2011

## DOMAIN 1 – PLANNING AND INSTRUCTION

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1A. Aligns instruction with state adopted standards and the appropriate level of rigor.</b>	Instructional goals are unclear and are not aligned with state standards. Instruction is at an inappropriate level of rigor.	The instructional goals are moderately clear and aligned with state standards and at limited levels of rigor.	Most of the Instructional goals are clearly aligned with state standards and at the appropriate level of rigor.	The instructional goals are clearly aligned with state standards and at the appropriate level of rigor.

**Teacher Evidence:**

- Lesson plans clearly identify state standards for the specific grade level or subject taught.
- Higher-order thinking skills are evidenced in teacher questioning and student work samples.
- Teacher has a learning goal posted for students for each subject taught.
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.
- The teacher has a scale or rubric for the lesson goal and refers to it.

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<b>1B. Sequences lessons and concepts to ensure coherence and required prior knowledge.</b>	Their lesson is lacking in organization and no connections are made between the content and ideas.	The teacher attempts to organize the content, but there are few connections made between the content.	The teacher scaffolds the information but the relationship between the content is not clear.	Within lessons the teacher organizes content in such a way that each new pieces of information clearly builds on the previous piece.

### **Teacher Evidence:**

- Content is organized to build upon previous information.
- Where appropriate, presentation of content is integrated with other content areas, other lessons and /or units.
- Presentation of content is logical and progresses from simple to complex.
- When asked, the teacher can describe the rationale for how the content is organized and the sequence for instruction.
- Lesson and unit plans include important content identified by the district.
- Lesson plans incorporates student choice and initiatives, grade level appropriate.
- Teacher uses curriculum maps in content sequence and keeps pace with the district pacing guide.

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<b>1C. Designs instruction for students to achieve mastery.</b>	The lesson or unit has no clearly defined structure, is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways and timeframes according to student needs.

### **Teacher Evidence:**

- Lesson illustrates how learning will move from an understanding of foundational content to application of information in authentic ways.
- Lesson provides for extension of learning.
- When asked, the teacher can describe how learning will be extended.
- When asked, the teacher can describe how students will make choices and take initiative.

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<b>1D. Selects appropriate formative assessments to monitor learning.</b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely with the instructional goals, both in content and process.

### **Teacher Evidence:**

- Assessments are directly aligned with instruction.
- Teacher assigns a well-crafted assessment that allows students to demonstrate their knowledge.
- Teacher uses formal and informal assessments to assign scores to students.
- Teacher assigns well-crafted homework assignment that allows students to practice and deepen their knowledge. (homework assigned where appropriate)
- Teacher helps students track their individual progress on the learning goals, formal and informal.
- Teacher weighs assessments in accordance with their value.

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<b>1E. Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</b>	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson with mixed results.	Teacher makes a minor adjustment to a lesson and the adjustment occurs smoothly.	Teacher uses a variety of data and successfully makes a major adjustment to a lesson, if needed.

### **Teacher Evidence:**

- Teacher uses and analyzes a variety of data. (minimum of 3)
- Teacher collaborates with colleagues to evaluate learning outcomes.
- Teacher adjusts planning based on data, as needed.
- Teacher engages students in activities to help them reflect on their learning and the learning process.
- Teacher asks students to state or record what they are clear about or confused about, verbally or in written form.

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<b>1F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies</b>	Learning activities are not suitable to students or instructional goals. Student activities do not promote a variety of applicable skills and competencies.	Only some of the learning activities are suitable to students or instructional goals. There is evidence of attempting to use different learning activities.	Most of the learning activities are suitable to students and instructional goals. There are minimal learning activities incorporated.	Learning activities are highly relevant to students and instructional goals. Learning activities promote a variety of applicable skills and competencies.

### **Teacher Evidence:**

- Teacher offers a variety of opportunities for students to apply and acquire skills.
- Student artifacts indicate that their knowledge has been extended as a result of the activity.
- Teacher facilitates the use of grade appropriate activities to help students deepen their understanding of standards based content.
- Teacher asks students to generate notes that identify critical information in the content.
- Teacher asks students to create non-linguistic representations for new content, graphic organizers, pictures, photographs, flow charts, etc.
- Teacher facilitates student generating their own individual or group task that requires them to generate and test hypotheses.

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<b>2G. Integrates current information and communication technologies.</b>	Use of current information and communication technologies is not shown, although available.	Use of current information and communication technologies is limited, although available.	Uses current information and technologies available through the school or district and knows how to gain access for students.	Actively seeks additional contemporary materials and implements them into curriculum.

### **Teacher Evidence:**

- The teacher integrates the use of available technology that can enhance students' understanding of content in a lesson or a unit.
- Teacher incorporates additional materials and technologies outside of provided materials.
- Plans identify available technology that may be used, interactive white boards, wikis and discussion boards.
- Students create ways to address content with technology appropriate for their grade level, projects, power points, reports, pod cast, research papers and correspondence.

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<b>2I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</b>	The teacher does not provide opportunities for students to interact with available technologies to enhance students understanding and enable them to achieve their educational goals.	The teacher provides minimal opportunities for students to interact with available technologies or the experiences are aligned with educational goals.	The teacher provides opportunities for students to interact with available technologies to enhance students understanding and enable them to achieve their educational goals.	The teacher provides ample opportunities for students to interact with available technologies to enhance students understanding and enable them to achieve their educational goals.

### **Teacher Evidence:**

- The teacher integrates the use of available technology that can enhance students' understanding of content in a lesson or a unit regularly.
- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content.
- Students use technology to complete assignments, set personal goals, self monitor progress appropriate to their grade level.
- Using technology, students actively select and pursue topics beyond the limitations of the school library.
- Not limited to interactive white boards, response systems, voting technologies, one to one computers, discussion boards, wikis, e-mail, clouds and blogs.

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<b>3A. Deliver engaging and challenging lessons.</b>	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding

### **Teacher Evidence:**

- Teacher delivers lessons in digestible bites.
- Students are actively engaged in the lesson.
- Lessons are designed with high expectations.
- Teacher engages students with explicit decision making, problem solving, experimental inquiry, or investigation tasks that require them to generate and test hypothesis.
- Student artifacts indicate that they can engage in decision making, problem solving experimental inquiry or investigation.
- Teacher utilizes time effectively to drive student achievement.

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<b>3B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter.</b>	Instructional content and strategies are not suitable to the instructional goals and rarely engages students mentally. Lesson does not allow for student interaction, reflection and closure or teacher misses opportunities to involve students.	Instructional content and strategies are somewhat suitable to the instructional goals and may engage students mentally. Lesson allows for limited student interaction, reflection and closure as appropriate.	Instructional content and strategies are frequently suitable to the instructional goals and engage students mentally. Lesson generally allows for student interaction, Reflection and closure as appropriate.	Instructional content and strategies are highly suitable to the instructional goals and engage students mentally. Lesson allows for student interaction, reflection and closure as appropriate.

### **Teacher Evidence:**

- Teacher employs the use of research based strategies to enhance student understanding.
- Teacher provides opportunities for students to interact, discuss and reflect on ideas.
- Teacher provides opportunities for students to apply knowledge gained.
- Research based instructional strategies are aligned with learning goals.
- Teacher begins the lesson with a brief review of content and explains why the upcoming content is important.

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<b>3C. Identify gaps in students' subject matter knowledge.</b>	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge. Teacher attempts to align and differentiate instruction accordingly.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs and consistently aligns and differentiates instruction accordingly.

### **Teacher Evidence:**

- Differentiated instruction is evident in lesson plans.
- Differentiated instruction is evident in instruction.
- Teacher can provide individual student academic data and can describe the adaptations that must take place for each individual or group with special needs.

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<b>3D. Modify instruction to respond to preconceptions or misconceptions</b>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.

### **Teacher Evidence:**

- Lessons are designed to build on prior knowledge.
- Teacher anticipates preconceptions or misconceptions and adjusts lessons accordingly.
- Teacher provides opportunities for students to clarify understanding.
- Teacher asks the students to examine information for errors or informational fallacies, faulty logic, attacks, weak reference and misinformation.
- Students can explain errors in their perceptions and indicate changes made and the reasons behind those changes.

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<b>3E. Relate and integrate the subject matter with other disciplines and life experiences.</b>	The subject matter is not clear and does not integrate with other disciplines and life experiences.	The subject matter is somewhat clear and is limited in the integration of other disciplines and life experiences.	The subject matter is mostly clear and integrates somewhat with the other disciplines and life experiences.	The subject matter is clear and allows for integration with other disciplines and life experiences according to student needs

### **Teacher Evidence:**

- Teacher asks explicit questions that require students to make inferences about the content based on previous experiences or prior knowledge.
- Teacher makes connections, when appropriate, between disciplines or life experiences.
- Teacher uses K – W – L strategy.
- Teacher uses preview questions before reading.
- Teacher asks or reminds students what they already know about the topic.
- Teacher uses anticipation guide.
- Students can explain linkages with prior knowledge.
- Teacher uses strategies that allow students to relate lessons being taught to their background knowledge, relationships, compare, contrast and infer.

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<b>3F. Employ higher-order questioning technique.</b>	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some of the questions invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality. Lessons allow adequate time for students to employ higher order questioning techniques.

### **Teacher Evidence:**

- Teacher employs a variety of questioning levels, as appropriate, through the lesson.
- Teacher uses depth of knowledge questioning.
- Teacher allows for appropriate wait time for students' responses to questions.
- Teacher asks explicit questions that require students to make inferences about the content.
- Teacher presents situations or problems that require inferences.
- Teacher has individuals or group members summarize new information.

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<b>3G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.</b>	Instructional strategies, resources and technology are inappropriate to the students or to the instructional goals.	Instructional strategies, resources and technology are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional strategies, resources and technology are mostly productive and appropriate to the instructional goals of a lesson. Students are grouped as appropriate.	Instructional strategies, resources and technology are productive and fully appropriate to the instructional goals of a lesson. Students are grouped, as appropriate, to influence and advance their understanding

### **Teacher Evidence:**

- Teacher provides various instruction strategies and resources, including technology.
- Teacher integrates a variety of instructional resources, including available technology.
- Teacher groups the students to best enhance learning.
- Lesson plans outline resources within the school that will be used to enhance students' understanding of the content.
- Teacher organizes students into groups with the expressed idea of deepening their knowledge.

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<b>3H. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</b>	Teacher is unfamiliar with the different approaches to learning that student’s exhibit, such as learning styles, modalities and different intelligences.	Teacher displays general understanding of the different approaches to learning that student’s exhibit.	Teacher displays solid understanding of the different approaches to learning that student’s exhibit.	Teacher consistently uses, where appropriate, knowledge of students’ varied approaches to learning in instructional planning.

**Teacher Evidence:**

- Teacher provides for the needs of English Language Learners, special education students and students that come from home environments that offer little support for schooling, as needed.
- Teacher identifies adaptations that are needed within a lesson or unit.
- Teacher addresses varied learning styles of the students and presents lessons accordingly.
- Plans describe accommodations or modifications that must be made for individual differences in students.
- Teacher follows IEP or Rtl goals and strategies.

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<b>3J. Utilize student feedback to monitor instructional needs and to adjust instruction.</b>	Teacher does not provide opportunity for student feedback.	Teacher provides minimal opportunities for student feedback and inconsistently adjusts instruction to meet those needs.	Teacher provides some opportunities for students to provide feedback and aligns instruction to meet those needs.	Teacher provides ample opportunities for students to provide feedback and teacher consistently aligns instruction to meet those needs.

### **Teacher Evidence:**

- Teacher provides opportunities for student feedback and adjusts instruction as needed.
- The teacher determines how effective a lesson or unit was in terms of enhancing student achievement, identifies causes of success or difficulty and adjusts instruction accordingly. (uses error analysis, formal and informal assessments)

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<b>4B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed, but many are not.	Instructional goals are nominally assessed, but the approach is more suitable to some goals than to others.	Assessments are congruent with the instructional goals, both in content and process.

**Teacher Evidence:**

- Assessments align with the desired outcomes.
- Assessments align with state mandated standards.
- The teacher engages students in activities that help them reflect on their learning and the learning process.
- The teacher helps students track their individual progress on the learning goals.
- Teacher uses formal and informal means to assign scores to students on the scale or rubric, depicting student status on the learning goal.
- Students are aware of their status relative to the learning goal using a scale or rubric.

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<b>4C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains.</b>	Teacher’s system for assessing student achievement is in disarray.	Teacher employs limited assessment tools to effectively monitor student achievement. Teacher’s system for maintaining information on student completion of assignments is somewhat effective.	Teacher employs appropriate assessment tools to effectively monitor student achievement. Teacher’s system for maintaining information on student completion of assignments is effective.	Teacher employs a variety of assessment tools to effectively monitor student achievement. Teacher’s system for maintaining information on student progress in learning is fully effective.

### **Teacher Evidence:**

- Teacher employs a variety of assessment tools and can list them. If weighted, can justify the reasoning for the weighting.
- Teacher accurately and actively maintains student grades.
- Teacher maintains progress monitoring and actively promotes student’s achievement.
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.

## DOMAIN 2 – CLASSROOM ENVIRONMENT

	1	2	3	4
FEAP	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>2A. Organizes, allocates, and manages the resources of time, space and attention.</b>	The classroom is unsafe, students are not on task, and furniture arrangement is not conducive to learning. Teacher has no concept of time.	The classroom is safe, adjusted with limited effectiveness, students appear to be on task, and arrangement of furniture does not lend itself to the facilitation of the lesson. Teacher does not manage time well.	The classroom is safe, learning is equally accessible to all students, students are focused and on task, and the teacher uses physical resources skillfully. Teacher makes adequate use of academic time.	The classroom is safe, students are engaged, focused, on task and the furniture is arranged in such a way to advance the purpose of student learning. Teacher makes the best use of academic time.

### **Teacher Evidence:**

- Transition time is used effectively.
- Teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.
- Physical layout of room provides students with easy access to materials.
- If a bulletin board or student work is displayed it is current and appropriate.
- Teacher scans the entire room regularly, recognizes potential sources of disruption and deals with them immediately.
- Teacher employs crisp transitions from one activity to another.
- Teacher alters pace appropriately.

## DOMAIN 2 – CLASSROOM ENVIRONMENT

	1	2	3	4
FEAP	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>2B. Manages individual and class behaviors through a well-planned management system.</b>	No expectations have been established or understood by students. Student behavior is not monitored. Teacher does not attempt to respond to misbehavior or respond to inconsistent.	Expectations have been established and are understood by students. Teacher is generally aware of student behavior. Teachers attempt to respond to misbehavior or student behavior is sometimes appropriate.	Expectations are clear to all students. Teacher is alert to student behavior at all times. Teacher’s response to misbehavior is effective and sensitive to students’ individual needs or student behavior is generally appropriate.	Expectations are clear to all students and have been developed with student participation. Teacher’s response to misbehavior is highly effective and sensitive to students’ individual needs or student behavior is mostly appropriate. Teacher encourages students to self-monitor behavior.

**Teacher Evidence:**

- Students follow clear routines during class or when asked, students can describe established rules and procedures.
- Teacher expectations are clear and visible in classroom.
- Teacher responds appropriately when misbehavior occurs.
- Teacher scans the room and takes note when students are not engaged and takes overt action. Provides verbal and non verbal cues.
- Teacher takes action to re-engage students.
- Teacher apply consequences for not following rules and procedures consistently and fairly.
- Teacher involves home when appropriate, in regards to behavior.
- Teacher follows procedures for the use of tracking forms and referrals.

## DOMAIN 2 – CLASSROOM ENVIRONMENT

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FEAP	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>2C. Conveys high expectations to all students</b>	The teacher demonstrates negative attitude toward the content. Student's do not accept responsibility, invest no energy in their quality of work and teacher conveys few expectations for student achievement.	The teacher demonstrates the content's importance with limited student buy-in. Student's minimally accept responsibility, invest little their quality of work and teacher conveys inconsistent expectations for student achievement.	Both student and teacher demonstrate, through participation, curiosity and attention to detail, a value for the content's importance. Teacher motivates students to complete improvements and take pride in their work. Teacher establishes and maintains expectations for the learning of students.	Both student and teacher demonstrate, through participation, curiosity and attention to detail, a shared value for the content's importance. Teacher motivates students to initiate improvements and take pride in their work. Teachers establish and maintain high expectations for the learning of all students.

### **Teacher Evidence:**

- Lesson plans reflect the high expectations of teacher for students.
- Through the use of questioning and encouragement, teacher challenges students to improve and engage in the lesson.
- Teacher asks questions or engages students in activities that require inferences that go beyond what was explicitly taught.
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.
- Teacher may provide interesting facts or detail about the content.

## DOMAIN 2 – CLASSROOM ENVIRONMENT

	1	2	3	4
FEAP	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>2E. Models clear, acceptable oral and written communication skills.</b>	Teacher directions and procedures are confusing. Spoken language is inaudible. Written language is illegible and may contain errors. Vocabulary may be inappropriate.	Teacher directions and procedures are clarified when necessary. Teachers spoken language is legible. Correct, but limited or not appropriate, vocabulary for the lesson.	Teacher directions and procedures are clear to students. Teacher’s spoken and written language is correct, with appropriate vocabulary to the lesson.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher’s spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson.

**Teacher Evidence:**

- Formal communication is grammatically correct.
- Teacher utilizes clear verbal communications.
- It is evident that teacher proofreads formal communications.
- Communications are professional and should be positive and appropriate to the level of the students.

## DOMAIN 2 – CLASSROOM ENVIRONMENT

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FEAP	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>2F. Maintains a climate of openness, inquiry fairness and support.</b>	Teacher – student interactions are negative, demeaning or sarcastic. Students do not exhibit respect for teacher. Students’ interactions are not respectful.	Teacher – student interactions are generally appropriate. Students exhibit only minimal respect for teacher.	Teacher demonstrates caring and respect for students. There is a developing rapport between teacher and students.	Teacher demonstrates genuine caring and respect for individual students. There is an evident rapport built and maintained between teacher and students as individuals.

### **Teacher Evidence:**

- Teacher rapport with students is evident, based on teacher-student interactions.
- Teacher makes himself/herself available and interacts with students and parents in a positive manner.
- Teacher encourages students to ask questions and clarify understanding.
- Teacher respects and maintains the confidentiality of student and family information.
- Teacher responds to a request for support, assistance and/or clarification promptly.
- Teacher uses students’ interests and background to produce a climate of acceptance and community.

## DOMAIN 2 – CLASSROOM ENVIRONMENT

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FEAP	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>2H. Adapts the learning environment to accommodate the differing needs and diversity of students.</b>	The learning environment does not accommodate the different needs and diversity of students.	There are limited accommodations made to the learning environment for the different needs and diversity of students.	The teacher adapts the learning environment to accommodate the different needs and diversity of most students.	The teacher continuously adapts the learning environment to accommodate the different needs and diversity of all students.

### **Teacher Evidence:**

- Accommodations are noted in teacher lesson plans, as needed.
- Differentiated instruction is evident in lesson plans and instructional delivery.
- Physical changes are made to the learning environment to best support learning for all students.
- When asked, the teacher can explain the differential effects of the learning environment as it relates to specific classroom strategies and behaviors on specific categories of students.
- Teacher may use grouping as a strategy to allow students to practice and deepen knowledge that addresses unique student needs and situations.
- The teacher organizes the physical layout of the room to facilitate movement and focus on learning.
- The teacher may use physical movement to maintain student engagement. ie. students may have to use physical movement to respond to questions or use academic games.

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<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</b>	Teacher does not recognize the need for modification or accommodation	Teacher ineffectively attempts to modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	When appropriate, teacher attempts to modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge, with some degree of success.	When appropriate, teacher modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

### **Teacher Evidence:**

- Accommodations are made for assessments and testing conditions, as needed.
- Physical changes are made, as needed, to the testing environment to best support achievement on assessments for all students in the classroom.
- Teacher modifies assessments, as needed, according to individual student or group needs.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>3I. Support, encourage and provide immediate and specific feedback to students to promote student achievement.</b>	Teacher does not track student progress or provides minimal feedback.	Teacher attempts to facilitate the tracking of students progress, but information is missing or incomplete, with limited feedback provided to students.	Teacher tracks student progress and provides feedback.	Teacher tracks student progress, provides specific feedback and makes students aware of their present level of performance in a timely manner.

**Teacher Evidence:**

- Assessments are graded and returned to students in a “timely manner.”
- Grades are posted into electronic grade book in a “timely manner.”
- Teacher provides appropriate, specific verbal and /or nonverbal praise/feedback.
- Teacher acknowledges students who have achieved a certain score on the scale or rubric.
- Teacher uses a variety of ways to celebrate successes; show of hands, certificate of success, thumbs up, parent notification, round of applause, verbal and nonverbal.
- Teacher helps students track their individual progress on learning goals.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4A. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs and drives the learning process.</b>	The teacher makes no attempt to analyze data from assessments.	The teacher attempts to analyze data from assessments but does not actually complete or follow through with these attempts.	Teacher analyzes data from multiple assessments to determine student needs and aligns most instruction to meet those needs.	Teacher analyzes data from multiple assessments and identifies the needs of students and accommodate and modifies instruction based on those individual needs.

**Teacher Evidence:**

- When asked, the teacher can provide evidence of multiple data sources.
- Lesson plans and delivery reflect differentiated instruction.
- When asked, the teacher can explain how they used the data to drive instruction.
- Teacher may seek help and input from colleagues regarding specific classroom strategies and behaviors.
- Teacher uses multiple assessments to determine how effective a lesson or unit was in terms of enhancing student achievement and informs instruction accordingly.
- The teacher determines the effectiveness of a lesson or unit regarding subgroups of students and informs instruction accordingly.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4E. Shares the importance and outcomes of student assessment data with the student and the student’s parent or caregiver.</b>	Teacher may not provide feedback to students and parents/ caregivers or does not provide feedback in a timely manner.	Teacher provides feedback to students and parents/ caregivers that is inconsistent and not in a timely manner.	Teacher provides feedback on assessments to students and parents/ caregivers.	Teacher consistently provides individual feedback on assessments and makes it available in a timely manner to students and parents/ caregivers.

**Teacher Evidence:**

- When asked, the teacher can show evidence of feedback given to students and parents/caregivers on assessments.
- Grades are posted into electronic grade book in a timely manner.
- The weighting/value of grades reflects the importance of those assignments, as well as district and school expectations.
- Teacher acknowledges students who have achieved a certain score on the scale or rubric.
- Teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns.
- Teacher uses multiple means and modalities to communicate with families and responds to requests for support, assistance or clarification promptly.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4F. Applies technology to organize and integrate assessment information.</b>	The teacher makes no attempt to implement the use of technology to organize and integrate assessment information.	The teacher attempts to implement the use of technology to organize and integrate assessment information but does not actually complete or incorrectly completes this task.	Teacher generally implements the use of technology to organize and integrate assessment information.	Teacher consistently implements the use of technology to organize and integrate assessment information.

**Teacher Evidence:**

- On an as needed basis, a teacher uses technology to organize information related to the following (for example, but not limited to):
  - The RtI process
  - Electronic grade book
  - FAIR data
  - FCAT data
  - End of Course Assessments data
  - Progress Monitoring
  - Grade level and informal assessments data
  - Standardized testing data
- Students have access and utilize their own assessment information through the use of technology.
- Teacher uses the online data management system.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>5A. Designs purposeful, professional goals to strengthen the effectiveness of instruction based on students' needs.</b>	The teacher makes no attempt to perform this activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps and timelines and appropriate resources.	The teacher develops a written professional growth and development plan with clear and measurable goals, action steps, timelines and resources based on students' needs.

**Teacher Evidence:**

- Teacher completes an Individual Professional Development plan based on student data. (student achievement, student work, student interviews, as well as peer, self and observer feedback).
- Plan includes clear and measurable goals.
- Teacher's goal includes timelines and appropriate resources.
- Teacher can describe progress toward meeting the goals outlined in the plan.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>5B. Examines and uses data – informed research to improve instruction and student achievement.</b>	The teacher makes no attempt to perform this activity.	Teacher seeks out data – informed research but does not incorporate strategies.	Teacher seeks out data – informed research and attempts to incorporate strategies to improve instruction.	Teacher seeks out data – informed research and effectively incorporates those strategies to Improve instruction.

**Teacher Evidence:**

- Lesson plans reflect best practices, strategies and/or methods that are used to improve student understanding.
- Teacher assesses available resources to support student learning needs.
- Teacher can site contemporary research and/or district adopted research based programs being used.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>5D. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</b>	The teacher makes no attempt to interact with parents or community, or the teacher communicates in an unprofessional manner.	The teacher attempts to interact with students and parents, with varied results.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive relationships.	The teacher interacts with students, parents and the community on a continuing basis in a positive manner to foster learning and promote positive relationships.

**Teacher Evidence:**

- Teacher can provide evidence of communication with parents and/or community.
- When asked, teacher can describe instances when community members are provided opportunities to interact with or be informed about classroom activities (for example: newsletters, articles in newspaper, flyers, class websites, classroom visits/speakers, classroom volunteers, school-sponsored events, etc.)
- Teacher fosters collaborative partnerships with home, school and the community to enhance student success and promotes positive home, school and community relationships.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>5E. Engages in targeted professional growth opportunities and reflective practices.</b>	Teacher does not participate in professional development opportunities. Teacher does not reflect on the effectiveness of a lesson.	Teacher participates in some professional development opportunities. Teacher intermittently reflects on the effectiveness of a lesson.	Teacher participates in professional development opportunities. Teacher reflects on the effectiveness of a lesson.	Teacher participates in professional development opportunities. Teacher consistently reflects on the effectiveness of a lesson.

**Teacher Evidence:**

- Teacher attends and/or completes professional development. (This professional development may be district generated or specific to the needs of the teacher, based on student data.)
- Teacher completes the follow-up for professional development and implements skills/strategies from the professional development into the classroom.
- Teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources regarding professional development and the implementation of the learned strategies.
- Teacher charts their own progress toward these goals using the established action plans, milestones and timelines.

**DOMAIN 3 – PROFESSIONAL RESPONSIBILITIES AND  
PROFESSIONAL DEVELOPMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>5F. Implements knowledge and skills learned in professional development in the teaching and learning process.</b>	Teacher does not incorporate strategies and knowledge gained.	Teacher ineffectively attempts to incorporate strategies and knowledge gained from professional development in the learning process.	Teacher incorporates strategies and knowledge gained from professional development in the learning process.	Teacher consistently and effectively incorporates strategies and knowledge gained from professional development in the learning process.

**Teacher Evidence:**

- Lesson reflects the implementation of skill(s) and knowledge gained from professional development.
- Observations reveal improvement in teaching methodology/student understanding (achievement) after the professional development learned has been implemented.
- Teacher can describe the strengths and weaknesses within their teaching, identify a specific area to address and discuss changes made after professional development.

## DOMAIN 4 – ETHICS AND PROFESSIONALISM

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FEAP</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2D. Respect student’s cultural, linguistic and family background.</b>	Teacher is intolerant or not accepting of students’ cultural, linguistic and family backgrounds.	Teacher is ambivalent to the students’ cultural, linguistic and family backgrounds.	Teacher shows respect for the culture, linguistic and family backgrounds of students.	Teacher promotes respect for the culture, linguistic and family backgrounds of students and values the worth and dignity of every person.

### **Teacher Evidence:**

- Teacher creates a classroom environment that fosters positive feelings among a diverse population of learners.
- Teacher models acceptable behaviors, showing respect for differing cultures.
- Teacher has side discussions with students about events in their lives, their backgrounds or cultures and their interest.
- Teacher builds student interests into lessons.
- When communicating with the home, the teacher takes into consideration family and language resources.

## DOMAIN 4 – ETHICS AND PROFESSIONALISM

	1	2	3	4
FEAP	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>6. Professional Responsibility and Ethical Conduct.</b>	Teacher does not adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, and does not fulfill the expected obligations to students, the public and the education profession.	Teacher displays questionable behavior that may not adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, and does not fulfill all of the expected obligations to student, the public and the education profession.	Teacher understands that educators are held to a high moral standard in a community and adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, and fulfills the expected obligations to students, the public and the education profession.	Teacher models high moral standards and adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, and fulfills the expected obligations to students, the public and the education profession.

### Teacher Evidence:

- Teacher care for the well-being of students and advocates on their behalf when needed.
- Teacher is aware of and alert to, the signs of physical, drug and/or alcohol abuse and acts as a mandated reporter.
- Teacher displays their professional ethics in daily interactions with students, colleagues and all stakeholders, and behaves in an objective and controlled manner.
- Teacher is aware of the district and school's rules and procedures and adheres to them. Follows policies, regulations and procedures. Performs assigned duties and demonstrates personal integrity.
- When teacher uses leave time, he/she follows school or District procedures.
- Teacher do not exceed the allotted leave (personal, sick or flex) time without just cause.
- Teacher arrives to work and to assigned duties at the designated times.
- Teacher participates in school activities and events as appropriate to support students and families.
- Teacher serves on or contributes to school or district committees and can describe or show evidence of participation.
- Teacher work to achieve school and district goals and can discuss their support.



# SCHOOL BOARD OF FLAGLER COUNTY

## FORMATIVE AND SUMMATIVE SCORING GUIDE

TEACHER \_\_\_\_\_ SCHOOL \_\_\_\_\_

TITLE/POSITION \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

ANNUAL/PSC \_\_\_\_\_ DATE \_\_\_\_\_

ADMINISTRATOR \_\_\_\_\_ TIME \_\_\_\_\_

WALK THROUGH 1 2 3 (circle one)

Teacher Success Plan Recommend: Y N (circle one)

Observation: Summative \_\_\_\_\_ Formative \_\_\_\_\_ Score \_\_\_\_\_

Domain 1: Planning and Instruction \_\_\_\_\_

Domain 2: Classroom Environment \_\_\_\_\_

Domain 3: Professional Responsibility/Development \_\_\_\_\_

Domain 4: Ethics and Professionalism \_\_\_\_\_

Teacher Pick: \_\_\_\_\_

Total Score: \_\_\_\_\_

(Year 1-2 Developing)

\*Unsatisfactory \_\_\_\_\_ \*Needs Improvement \_\_\_\_\_ Effective \_\_\_\_\_ Highly Effective \_\_\_\_\_

\*Teacher Success Plan Required.

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

- Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

Comments:

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Recommendation for reappointment: Y N

**DOMAIN 1 – Planning and Instruction**

<b># of FEAPS</b>	<b>LEVEL</b>	<b>WEIGHT</b>	<b>POINTS POSSIBLE</b>
19	L1	3	57
19	L2	3	114
19	L3	3	171
19	L4	3	228

**DOMAIN 2 – Classroom Environment**

<b># of FEAPS</b>	<b>LEVEL</b>	<b>WEIGHT</b>	<b>POINTS POSSIBLE</b>
7	L1	2	14
7	L2	2	28
7	L3	2	42
7	L4	2	56

**DOMAIN 3 – Professional Responsibility and Professional Development**

<b># of FEAPS</b>	<b>LEVEL</b>	<b>WEIGHT</b>	<b>POINTS POSSIBLE</b>
9	L1	2	18
9	L2	2	36
9	L3	2	54
9	L4	2	72

**DOMAIN 4 – Ethics and Professionalism**

<b># of FEAPS</b>	<b>LEVEL</b>	<b>WEIGHT</b>	<b>POINTS POSSIBLE</b>
2	L1	1	2
2	L2	1	4
2	L3	1	6
2	L4	1	8

**TOTAL POINTS POSSIBLE**

<b>1-2 YR TEACHER</b>	<b>75%</b>	<b>3+ YR TEACHER</b>	<b>80%</b>
Highly Effective	273 – 364	Highly Effective	291 – 364
Effective	205 – 272	Effective	233 – 290
Developing	154 – 204	Needs Improvement	186 – 232
Unsatisfactory	0 – 153	Unsatisfactory	0 – 185

**Note: Teachers with 1 - 2 years experience, “Developing” is used in place of “Needs Improvement”.**

