

PINELLAS PREPARATORY ACADEMY
TEACHER PERFORMANCE ASSESSMENT

<i>Teacher Name</i>		<i>Supervisor</i>	
<i>School Year</i>	<i>Position</i>	<i>Year With School</i>	
<i>First Observation</i>		<i>Second Observation</i>	

Teacher hands materials in on time <i>(Lesson plans, substitute folder, surveys, etc.)</i>		<i>Professional Development Opportunities Attended This Year</i>
Number of PTO days used		
Will this teacher be asked to return next year?		

#1 – Delivery of Instruction

Objective	Level	Comments
Develops lessons which reflect opportunities for students to learn from each other.		
Plans and conducts learning activities that provide opportunities for students to learn higher-order thinking skills by posing problems, dilemmas, and questions.		
Plans and conducts lessons that are interdisciplinary and which use content from other subject areas.		
Uses learning time effectively, provides clear directions for instructional activities and routines, maintains instruction momentum, and makes effective and efficient use of time required in the learning environment for administrative and organizational activities.		
Maintains academic focus and engages multiple intelligences of the students by use of varied motivational devices.		
Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.		
Modifies instruction based upon assessed student performance		
Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.		
Teaches students to use available computers and other forms of technology as they relate to curricular activities.		

#2 – Student Assessment

Objective	Level	Comments
Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.		
Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.		
Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.		
Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.		
Systematically obtains information and analyzes classroom results.		

#3 – Environment

Objective	Level	Comments
Arranges and manages the physical environment to facilitate student learning outcomes.		
Has shared the learning environment management responsibilities with students, has learned its potential benefits, and has learned techniques to do so.		
Develops a culture of openness, fairness, mutual respect, support and inquiry		
Provides a safe place for students to take risks and monitors learning activities by providing feedback and reinforcement to students.		
Provides opportunities for students to be accountable for their own behavior.		

#4 – Knowledge of Subject

Objective	Level	Comments
Communicates knowledge of subject matter in a manner that enables students to learn.		
Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.		
Shows a professional interest in the subject being taught.		

#5 – Professional Development & Practice

Objective	Level	Comments
Participates in the development and implementation of improvement plans that increase the effectiveness of our school.		
Seeks to increase her/his own repertoire of professional experiences, e.g., participating in inservice activities and professional associations and utilizing research appropriately.		
Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.		
Models and reinforces self-discipline and responsibility.		
Serves as an advocate for her/his students.		
Serves professionally, ethically and honestly in all situations.		

#6 – Relationships & Communication

Objective	Level	Comments
Establishes positive interactions between the teacher and student that are focused upon learning rather than procedures or behavior.		
Challenges students in a positive and supportive manner.		
Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.		
Works with colleagues to meet identified educational, social, linguistic, cultural, and emotional needs of students.		
Regularly utilizes all available resources to communicate with stakeholders (agenda, telephone, email, internet, etc.)		

Teacher Comments

Date Completed:	
Teacher Signature:	Supervisor Signature:

By signing this form, the teacher indicates only that he/she has received a copy of this form, and does not indicate agreement with the ratings.

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DELIVERY OF INSTRUCTION

<p>Develops lessons which reflect opportunities for students to learn from each other.</p>	<p>Students impede each other's learning, or no attempt is made to allow students to interact with one another during typical instruction. No attempt at cooperative learning has been made.</p>	<p>Instruction is primarily large group instruction with students participating in the large group. There are occasional group activities but they are not structured in a way to ensure student success.</p>	<p>Instruction often will use group activities, however the group structure is not always successful. Students are often off task, or disengaged in the activity. Sufficient structures have not been established for the group activities.</p>	<p>There are frequent group activities, where students interact with one another, and they are generally successful. Groups work together relatively well with minimal conflict, and generally stay on task.</p>	<p>Cooperative learning is used regularly, students understand and have been taught how to work together effectively, and when cooperative learning activities take place students quickly and efficiently get into their groups and work together.</p>
<p>Plans and conducts learning activities that provide opportunities for students to learn higher-order thinking skills by posing problems, dilemmas, and questions.</p>	<p>The teacher tends to present information, rarely posing questions to the student.</p>	<p>Teacher asks primarily fact-recall type questions which do not require the student to analyze the information being presented.</p>	<p>Teacher regularly asks probing questions during lesson that require students to think about the topic being discussed.</p>	<p>Teacher regularly asks higher-order thinking skills type questions or poses problem after a concept has been explained as a way of reinforcing a concept so that students must analyze and construct a better understanding of the topic.</p>	<p>Teacher usually uses inquiry based learning styles where a higher-order thinking skill type question is asked and students must construct the content knowledge based on the problem that was presented.</p>
<p>Plans and conducts lessons that are interdisciplinary and which use content from other subject areas.</p>	<p>Teacher focuses on only the subject area he or she teaches, never or very seldom incorporating items related to their subject during normal instruction.</p>	<p>Teacher will occasionally relate their subject area to real world experiences which may involve some subject carry over, but does not make this an active part of their daily planning.</p>	<p>Teacher will apply their subject matter to other areas as they come up in the classroom, but in general stays focused on the subject they are teaching. Teacher does not reach out to other teachers to plan interdisciplinary lessons or projects.</p>	<p>Teacher tries to incorporate other subject areas into their learning, makes attempts to reach out to other staff members, and has done an occasional lesson or project in conjunction with another staff member.</p>	<p>Teacher usually incorporates multiple subject areas into their daily instruction, and regularly works with other staff members to align the instruction to what is occurring in other classroom. Interdisciplinary projects in conjunction with the other teachers is a normal occurrence.</p>

<p>Uses learning time effectively, provides clear directions for instructional activities and routines, maintains instruction momentum, and makes effective and efficient use of time required in the learning environment for administrative and organizational activities.</p>	<p>The teacher has not established routines for students which allow them to effectively use their time, or the time structures are not followed or unsuccessful. Much of the class period is wasted on maintenance or transitions, and there seems to be no momentum in the lessons.</p>	<p>The teacher has attempted to establish routines but they are ineffective, time consuming or unsuccessful. Several minutes are wasted at the start of the class period to do daily routines, transitions are not efficient and much classroom time is wasted.</p>	<p>The teacher has a few routines in place that the students generally follow which help to make the class run smoothly. Students spend several minutes during each class period during transition or maintenance tasks where they are not engaged or no clear directions exist.</p>	<p>The teacher has setup effective routines that mean the students are usually engaged. Few minutes are wasted during the class where students are disengaged or clear directions are not present for what they should be doing. The teacher has a momentum to the lessons that keeps students engaged.</p>	<p>The teacher has established routines and expectations that from the moment students sit down in their seat until they leave the classroom there are engaged and active in learning activities, through the use of tools such as bell work, and effective classroom procedures. The lessons have a strong plan, transitions are smooth and no time is wasted.</p>
<p>Maintains academic focus and engages multiple intelligences of the students by use of varied motivational devices.</p>	<p>Teacher only uses one learning style with students, not experimenting with other modalities during typical instruction.</p>	<p>Teacher seldom conducts activities which incorporate various learning styles into typical classroom instruction. Tends to rely heavily on a single style.</p>	<p>Teacher will occasionally incorporate various intelligences into their instruction on a semi-regular basis (once or twice a week), but does not generally incorporate this into their daily planning.</p>	<p>Teacher appears to often use various styles in the classroom which focus on multiple intelligences (several times per week). Will occasionally consider this the modalities while planning.</p>	<p>Teacher plans with the multiple intelligences in mind and nearly everyday incorporates various intelligences into their lessons to engage students in various ways.</p>
<p>Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.</p>	<p>Student behaviors frequently disrupt classroom instruction. Students are frequently off task. Teacher either is unaware of the off task-behavior or is unable to bring the students back in order. Teacher does not seem to be able to control classroom. Teacher either inappropriately ignores classroom behaviors or often yells at class.</p>	<p>Student behavior regularly will disrupt the classroom, while the teacher deals with them in such a way as to refocus the class back to instruction, regularly several minutes of instructional time is lost. Teacher seems unable to control the classroom.</p>	<p>Student behavioral generally does not impede the progress of the class, but may occur rather frequently. Occasionally time is taken away from classroom instruction to deal with misbehaviors. Teacher attempts to deal with misbehavior, but the behaviors frequently reoccur. Teacher will occasionally yell at or in front of class.</p>	<p>Student behavior seldom interrupts class instruction, and the teacher deals effectively with issues when they arise. Teacher is respectful with the students, and deals with the behaviors, but behaviors may reoccur.</p>	<p>Teacher has routines and activities planned which keep students engaged and student behavior almost never disrupts the education of the other students in the class. Teacher respectfully deals with students who misbehave, and effectively determines why and diminishes the negative behaviors.</p>
<p>Modifies instruction based upon assessed student performance.</p>	<p>Teachers plans and delivers instruction that in does not tie to student assessment or needs. They continue to push forward with lessons even if the majority of their students do not seem to be understanding the concept.</p>	<p>Teacher has a general idea of where students are, but may not have any data to back this up. They gear their lesson entirely at the whole group, usually not providing for any variations based on student needs.</p>	<p>Teacher provides various levels of requirements for individual students (i.e. some students have more spelling words then others) while students continue to work at the same projects. Teacher has a clear understanding of the class as a whole and paces lessons accordingly.</p>	<p>Teacher differentiates lessons for individual students who may be struggling or need significantly more challenges. Teacher has a very good understanding of the abilities of the class and the lessons normally reflect this.</p>	<p>Teacher develops lessons that are differentiated for individual students needs where all students are doing projects activities that are based on their individually assessed needs.</p>

<p>Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.</p>	<p>Teacher does not stop the progression of a lesson to capitalize on teachable moments. Continues to push through the lesson plans regardless of what other opportunities may be occurring.</p>	<p>Only occasionally will interrupt a lesson to deal with issues that may come up. Or does so too often or ineffectively in a way that instructional time is lost due to the frequent interruptions.</p>	<p>Will respond to issues as they arise. Occasionally these teachable moments become distracting to the overall lesson, and objectives can be missed due to how these moments were handled. Does not usually incorporate current events into the classroom.</p>	<p>Will regularly respond to issues as they arise, and will occasionally deal with current events as they happen in the world. Is able to balance between doing so too often and ignoring needs in a way that ensures lesson objectives can be met.</p>	<p>Regularly will pause a lesson to discuss the "teachable moments," will modify lessons to incorporate previous conversations, problems, or current events. Regularly uses current events as part of their instruction. Is able to do all of this without affecting the normal flow, and still meeting required standards.</p>
<p>Teaches students to use available computers and other forms of technology as they relate to curricular activities.</p>	<p>Teacher almost never uses technology as either a presentation tool, or for students involvement.</p>	<p>Teacher typically uses new technology primarily as a replacement for old technology (i.e. Document camera is the new overhead). Normally does not incorporate student use of technology.</p>	<p>Teacher uses technology to improve presentation of material. Student use of computers tends to be word processing or presentation only.</p>	<p>Teacher regularly uses technology to improve presentation of material. Encourages the use of the internet for research, and completion of assignments. Does not necessarily incorporate media creation or collaboration online.</p>	<p>Teacher has embraced digital learning, normally posting materials online, using online resources, encouraging students to create and collaborate on media as part of their learning, encourages the use of 21st century tools, and seeks out ways to incorporate available technology as a tool to meet the standards.</p>

STUDENT ASSESSMENT

<p>Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.</p>	<p>Teacher rarely conducts student assessments and lesson plans are not based on student assessment data.</p>	<p>Teacher only occasionally conducts student assessments, or the assessments that are used do not adequately represent the student's abilities. Additionally the teacher rarely uses this data (if available) to create plans.</p>	<p>Teacher regularly conducts student assessments and seems to have a good understanding of student's academic abilities, but rarely modifies lesson plans based on the collected data.</p>	<p>Teacher regularly conducts student assessment (both formal and informal) and lesson plans occasionally develop or modify their plans to address the student needs based on collected data.</p>	<p>Teacher regally conduct students Assessment (both formal and informal) to determine student progress. All, or at least a majority of lessons are specifically based on the collected data. Teacher assess the "whole child" by assessing such things as the emotional IQ, learning styles, or creativity.</p>
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Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.	Teacher relies on traditional assessments never or rarely using performance-based measures.	Teacher occasionally but infrequently uses performance based measures.	Teacher occasionally uses performance-based assessments as part of normal classroom routines and lessons.	Teacher uses about an equal mixture of traditional and performance based assessments to measure student achievement.	Teacher uses primarily performance based assessments (i.e. performance rubrics, projects, etc.) to document student achievement and determine future lessons.
Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.	Students are not asked to assess their own work, grades are based entirely on teacher evaluation of work.	Teacher asks students to comment on their work or provide feedback, but does not do in a structured or deliberate way.	Teacher provides students with the rubric before grading, but does not necessarily require that the assess themselves or use their assessments as part of the final grade.	Teacher regularly uses rubrics and have the students assess themselves. If the teacher has the students set goals, they are not regularly reviewed or held accountable for those goals.	Teacher has taught the students to grade their own projects using a rubric, and self assessments are used as part of the final grade. Students regularly set personal goals and evaluate those goals in either writing or conversation to be held accountable for their progress.
Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.	Teacher is unable to provide information on the levels of the students in his/her classroom.	Teacher is able to provide a vague explanation of student levels, but generally do not have artifacts to demonstrate the reasons for the assessment.	Teacher is able to provide an adequate explanation of student ability levels, but generally does not have artifacts to demonstrate the reasons for the assessment.	The teacher is able to provide a reasonable perspective of student abilities and levels, and usually has limited artifacts to demonstrate the reasoning for the perspective.	Teacher has a detailed perspective of student abilities and levels. The teacher has collected artifacts that demonstrate the levels of their students and can show and explain why they feel a student is at a certain level.
Systematically obtains information and analyzes classroom results.	Teacher does not utilize data to determine performance or plan for future lessons.	Teacher attempts to use data but may incorrectly interpret the data, or does not use the data to plan for future lessons.	Teacher uses a limited amount of data such as classroom assessments to determine student performance. Generally does not use the data to make plans for future lessons.	Teacher uses data from various sources to assess classroom progress. Attempts to apply the data to determining future lessons, but may not do so in a systematic way.	Teacher efficiently uses data from multiple sources, such as assessments, student self-assessment, standardized test, and classroom data to determine student performance, and make decisions about both short- and long-term planning.

ENVIRONMENT

Arranges and manages the physical environment to facilitate student learning outcomes.	Room is static, and may be arranged in a way that makes it difficult to conduct lessons. Student misconduct may be occurring due to student placement.	Room is arranged in an acceptable fashion, but remains static and/or is uninviting (i.e. no instructional aids, posters, etc.). Student misconduct may occur due to student placement.	Room is generally arranged in a way that allows for the academic needs in the classroom. Teacher may not systematically arrange students in a way to promote classroom management.	Teacher arranges the room in a way that meet the needs of the objectives of the lesson. Visual aides generally remain static throughout the school year. Teacher is careful to arrange students in a way to promote a positive classroom management.	Teacher demonstrates that they put a great deal of consideration into how the room is arranged, where students are seated, what visual aides are displayed throughout the classroom, and regularly modifies the classroom as needed to fit the objectives of lessons.
Has shared the learning environment management responsibilities with students, has learned its potential benefits, and has learned techniques to do so.	Teacher does not utilize a system for sharing classroom responsibilities with the students.	The teacher has established a system, however the system may not be effective, and requires a great deal of teacher intervention or direction and may cause class disruptions.	The teacher does not have an established system for sharing responsibilities however, regularly asks students to assist with management tasks, and it is handled in a way that is efficient and not-disruptive to the flow of the classroom.	Teacher has established a system that works effectively. The system may not be self-sufficient, and may require teacher ongoing direction in order for it to work properly.	Teacher has a well defined system for assigning student responsibilities which assist with the operation of the classroom. Students understand the system, and the system is self-sufficient not requiring a great deal of teacher direction after it has been setup.
Develops a culture of openness, fairness, mutual respect, support and inquiry	Students are not treated fairly, individual students are singled out. Teacher may yell at students, or students may criticize one another for their activities in the class.	Classroom does not have a culture where risk taking is encouraged. Students may make disparaging remarks about other students, or students may fear sharing wrong answers during class discussions.	Some students feel comfortable participating in classroom discussions and activities. Many students hold back from participating due to some discomfort.	Most students seem to feel comfortable, treated fairly, and willing to take risks. Some students however hold back from participating in class discussions or activities.	Students seem to feel comfortable, treated fairly, and supported within the classroom. Culture is one that taking risks is encouraged, criticism for wrong answers does not exist, and all students are willing to participate.
Provides a safe place for students to take risks and monitors learning activities by providing feedback and reinforcement to students.	Most students are generally unwilling to participate in class discussions, presumably for 'fear' of teacher response.	Some students are comfortable participating in the classroom. Teacher will occasionally chastise or (possibly unintentionally) degrade a student for an incorrect answer.	Most students are willing to participate in the class. Teacher generally glosses over wrong answers or moves on to another response without providing direct feedback to students who may have answered a question incorrectly.	Most students are willing to participate in the class. Teacher tries to provide positive or supportive feedback to students regardless of whether or not the correct answer is given.	Students are willing to participate in class, do not seem apprehensive about providing the wrong answer. The teacher praises student effort, finds a way to tie their answers to the correct response, or leads them to appropriate responses through discussion.

<p>Provides opportunities for students to be accountable for their own behavior.</p>	<p>Students regularly misbehave in classroom, disrupting classroom instruction. Teacher may threaten consequences but not follow through. Teacher does not have a classroom management plan.</p>	<p>Teacher may have a classroom management plan in place, but does not follow the plan they setup. Student misbehavior frequently disrupts classroom instruction. Correction and the issuance of consequences may be inconsistent.</p>	<p>Teacher has a classroom management plan in place that is generally followed, however, not consistently. Student misbehavior occasionally disrupts classroom instruction.</p>	<p>Student misbehavior is dealt with fairly and consistently, but does create classroom disruptions occasionally. Teacher's management plan is well developed and used consistently.</p>	<p>Student misbehavior seldom interrupts classroom instruction. If a student misbehaves the teacher addresses the situation with the student in a respectful way, but holds them accountable by issuing consequences if necessary, and follows a clearly defined classroom management plan.</p>
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KNOWLEDGE OF SUBJECT

<p>Communicates knowledge of subject matter in a manner that enables students to learn.</p>	<p>Teacher does not seem to have an adequate grasp of his or her subject area. Normally stumbles when trying to explain materials, or gives inaccurate information to students.</p>	<p>Teacher generally seems only a day or two ahead of the students in terms of content knowledge, learning it as he or she goes and prepares lessons. Teacher needs to refer back to reference materials in order to explain concepts.</p>	<p>Teacher seems to have a good general grasp of the concept he or she is teaching. Able to articulate the information, but may not use accurate terminology, or may not be able to explain it in a way that promotes student understanding.</p>	<p>Teacher has a good grasp of the content materials. Is generally able to articulate them and knows the correct vocabulary related to the subject matter. May have a difficult time explaining the materials in multiple ways in order to promote student understanding.</p>	<p>Teacher seems to have a mastery of the subject area and is able to apply that understanding in conversation and instruction with students. Teacher can explain the content in multiple ways, knows accurate vocabulary and terminology, and expects students to use accurate terminology.</p>
<p>Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.</p>	<p>Teacher generally is not able to connect their content area to other areas or personal interests of the students.</p>	<p>Teacher struggles to connect his or her subject area to other subjects, and when he or she is able to, they tend not to be high interest areas for the students, or it is done in such a way that may confuse the students.</p>	<p>Teacher regularly provides ties from his or her subject area to other areas or real life example, but often needs to script these examples out before hand to prepare for instruction. Generally is not able to quickly tie the topic to high interest topics with the students.</p>	<p>Teacher has a good understanding of their subject area and generally can connect the topic they are teaching to other subjects or real life examples. Generally is not able to quickly do so on the fly, but readily has these examples at the ready for lessons.</p>	<p>Teacher demonstrates a strong command of their subject area, and is easily able to connect their subject area to other subjects or real life examples. Teacher does so daily in their instruction, tying the subject area to high interest topics for the students.</p>

Shows a professional interest in the subject being taught.	Teacher does not seem to enjoy the subject matter he or she is teaching, will make disparaging remarks about the content or subject, and does not inspire the students within the subject.	Teacher does not openly dislike the subject area, but does not show a professional interest in the subject matter. For example, never attends professional events outside of school, and does not have a passion for the subject which is evident to the students.	Teacher has attended professional activities related to the subject area outside of school. Teacher shares his or her excitement for the subject with the students.	Teacher occasionally participates in professional activities related to his or her subject outside of the school. Teacher's excitement for the subject inspires students to get involved with the subject outside of class work.	Teacher regularly participates in conferences, community events, or other happenings outside of school which relate to their subject matter. Teacher uses their love of the subject to inspire students to get involved with the subject outside of class work.
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PROFESSIONAL DEVELOPMENT & PRACTICE

Participates in the development and implementation of improvement plans that increase the effectiveness of our school.	Teacher does not participate in developing or implementing school improvement goals.	Teacher may attend, but does not participate in the development of the school improvement plan. Generally is unable to explain the school goals and generally does not include the goals in planning.	Teacher attends and participates in development of school goals. May occasionally include the goals as part of their planning but generally does not put much thought into the school goals.	Teacher participates and provides input into the development of school goals. Teacher attempts to incorporate the goals into their plans when it is convenient, but does not regularly do so.	Teacher is an active participant in developing and carrying out school improvement plans. Teacher goes out of his or her way to find ways to incorporate the school goals into their instruction or activities. Teacher shares plans and goals with the students and encourages them to meet the goals.
Seeks to increase her/his own repertoire of professional experiences, e.g., participating in in-service activities and professional associations and utilizing research appropriately.	Teacher regularly skips school professional development trainings, nor does he or she seek out training opportunities outside of school.	Teacher usually attends (but may not participate in) school professional development activities. Generally does not attend training opportunities outside of school.	Teacher attends and participates in professional development activities at the school. May on rare occasion attend a training outside of school as well.	Teacher seeks out and attends training outside of school, participates in school professional development activities and demonstrates for their students what life-long learning means.	Teacher regularly seeks out and attends professional developments. Teacher reads professional journals or articles regarding teaching and learning or his or her subject area. Teacher shares the information he or she is learning with others and models for their students what life-long learning means.

<p>Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.</p>	<p>Teacher does not seem to reflect on their practice. When prompted to do so, the teacher is not able to provide a self-evaluation of a lesson.</p>	<p>Teacher does not regularly reflect on his or her own practice. However, when prompted they can come up with a small number of positive or negative points about a lesson.</p>	<p>Teacher generally reflects upon a lesson after it has been taught, but may not make notes for future uses of the lesson. Teacher generally will not examine his or her own practice if student proficiency is not met, instead typically assuming the error was on the part of the students.</p>	<p>Teacher generally reflects upon a lesson after it has been taught. Teacher is able to accurately provide feedback about the positive and negative aspects of a specific lesson. Teacher may not regularly take notes of lessons for future use. Teacher is willing to examine his or her own practice if student proficiency is not met.</p>	<p>Reflection is a normal part of the teacher's routine; after teaching a lesson the teacher will make notes on how to improve the lesson for future use. The teacher reflects on the effectiveness of the lesson by gauging student proficiency, and is willing to examine his or her own practice if proficiency has not been achieved.</p>
<p>Models and reinforces self-discipline and responsibility.</p>	<p>Teacher frequently loses tempers, yells at students, or has emotional outbursts. Teacher will not accept responsibility for mistakes.</p>	<p>Teacher will occasionally lose their temper with students, occasionally yelling or treating students harshly. Teacher will sometimes not accept responsibility for their own mistakes. Does not demonstrate professional conduct for students.</p>	<p>Teacher generally is able to maintain self-discipline, but does on rare occasions lose his or her temper with students or a class. Teacher does not readily admit to making mistakes, and may occasionally behaves in ways that could be considered unprofessional.</p>	<p>Teacher normally maintains an even temperament and seldom loses their temper. Teacher is willing to accept responsibility for mistakes, and demonstrates positive responses to difficult situations for his or her students.</p>	<p>Teacher is a model of self-discipline and responsibility. Teacher never loses their temper in the classroom and always maintains a calm demeanor. Teacher accepts responsibilities for mistakes, and demonstrates for students appropriate ways to handle difficult situations. Teacher can maintain this professional demeanor with adults as well.</p>
<p>Serves as an advocate for her/his students.</p>	<p>Teacher generally does not connect with or support students.</p>	<p>Teacher usually does not attempt to support students beyond classroom lessons. Teacher may make disparaging remarks about students, or may select favorites whom they help and others whom they don't.</p>	<p>Teacher will support students with their academic needs in the classroom. Teacher will provide praise to students to encourage their performance, but generally will not get involved with students outside of the classroom.</p>	<p>Teacher will provide services to students both in and out of the classroom generally focused on academics. Teacher encourages students growth, and generally is willing to support all students.</p>	<p>Teacher is willing to "go out on a limb" for a student when necessary, will look for services and provide assistance to ensure the student is successful. Teacher will praise student performance in a way that encourages students to continue to achieve. Teacher will assist all students who need assistance.</p>

<p>Serves professionally, ethically and honestly in all situations.</p>	<p>Teacher is unable to explain the ethical standards for Florida teachers. Teacher does not demonstrate ethical behavior (i.e. lying, uncooperative, lack of care for the students).</p>	<p>Teacher is generally able to explain the ethical standards for Florida teachers, but does not demonstrate the ethical behaviors in his or her own practice. For example, may not prioritize student safety, may bend the rules for their own benefit, or try to take advantage of situations when possible.</p>	<p>Teacher is able to have a conversation about the Florida Ethical standards but may not be able to explain them in a definitive way. Generally the teacher attempts to follow these standards and school expectations, demonstrating a care for students and the profession.</p>	<p>Teacher seems to have a firm understanding of the Florida Ethical Standards and is able to articulate how they apply to his or her professional practice. Teacher does not bend the rules for personal benefit.</p>	<p>Teacher has a firm understanding of the Florida Ethical Standards, can and does articulate those standards. Teacher encourages others to better understand the standards, and demonstrates the standards in their daily professional practice.</p>
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RELATIONSHIPS & COMMUNICATION

<p>Establishes positive interactions between the teacher and student that are focused upon learning rather than procedures or behavior.</p>	<p>Teacher has negative relationships with most students, and the students do not perform for the teacher. A significant amount of the communication within the classroom focuses on classroom management rather than academic materials.</p>	<p>The teacher spends a great deal of time communicating procedural or behavioral expectations during class, and not focused on the content. Teacher may have negative relationships with more students than positive. Students do not seem willing to perform for the teacher.</p>	<p>The teacher has effective communication in the classroom that only occasionally needs to focus on management, and allows the teacher to focus on content. Generally the student has positive relationships with most students, and these relationships do not prevent the students from class participation.</p>	<p>The teacher has positive relationships with most students. While a few students may dislike the teacher, it does not get in the way of instruction. The classroom communication is primarily focused on content, and few reminders are necessary for classroom procedures or management.</p>	<p>Teacher has established a classroom procedure where little to no reminders about procedure or behavior are necessary. Teacher has good relationships with most students. These relationships allow for the teacher to teach more efficiently, as the students want to please their teacher.</p>
<p>Challenges students in a positive and supportive manner.</p>	<p>Teacher uses coercion or threats to get students to complete tasks, or is unable to get students to perform.</p>	<p>Teacher has not developed a rapport with the students, and is generally unable to motivate them without grades or consequences for not performing.</p>	<p>Teacher generally needs to use rewards (often extrinsic) in order to bribe students into performing. Teacher's rapport may occasionally support a project, but often more is required. Teacher uses praise, but also punishment to try to motivate students.</p>	<p>Teacher is able to challenge and motivate students most of the time using the rapport they have built along with effective praise and support. Teacher generally does not use extrinsic rewards.</p>	<p>Teacher is able to intrinsically motivate students to get them to perform in a positive way. Teacher provides the structure and supports to help the student be successful, and uses the rapport they have built with the students to encourage continued growth.</p>

<p>Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.</p>	<p>Teacher does not provide adequate feedback to students regarding student progress. Teacher does not regularly use Grade Book Wizard.</p>	<p>Teacher is inconsistent about updating Grade Book Wizard, and parents have a difficult time determining a student's progress. Teacher does not provide feedback other than correct or incorrect to students regarding their work.</p>	<p>Teacher is usually good about keeping Grade Book Wizard up-to-date (only occasionally slipping). Teacher occasionally provides detailed feedback to students regarding their progress/work.</p>	<p>Teacher is good about keeping Grade Book Wizard up to date. Teacher frequently uses student work to provide detailed feedback to students regarding areas of strength and needs.</p>	<p>Teacher is always up-to-date and uses Grade Book Wizard to record and share grades and assignments with parents. Teacher normally provides detailed feedback to students on their progress and work that enables them to find areas to improve.</p>
<p>Works with colleagues to meet identified educational, social, linguistic, cultural, and emotional needs of students.</p>	<p>Teacher is generally unwilling or unable to meet with teams.</p>	<p>Teacher makes scheduling team meetings difficult, has a negative attitude about meeting, and derails the progress of the team.</p>	<p>Teacher will usually meet with teams, but may come unprepared or not participate in the discussions. May not have a positive or energetic attitude about the objectives of the team.</p>	<p>Teacher will attend team and curriculum meetings, and will complete necessary tasks but will not voluntarily push the team to excel at their objectives. Generally has a positive attitude and is willing to work with the team.</p>	<p>Teacher regularly participates in team and curriculum meetings, sharing relevant progress information on each student, and encourages others within the team to meet the objectives of the team, and improve the education of the students in the school.</p>
<p>Regularly utilizes all available resources to communicate with stakeholders (agenda, telephone, email, internet, etc.)</p>	<p>Teacher frequently does not respond to parent inquiries, and does not attempt to keep families up-to-date about classroom events.</p>	<p>Teacher usually responds to parent inquiries, but may not do so in a timely way. Teacher generally does not provide additional information to families about classroom activities.</p>	<p>Teachers regularly responds to parent inquiries, in a timely manner, and occasionally provides additional information to families about classroom activities.</p>	<p>Teachers regularly responds to parent inquiries, in a timely manner, and generally provides additional information to families about classroom activities.</p>	<p>Teacher is very responsive to parents, frequently communicating with them in various ways (that meet the parent's needs), and keeps families informed about what is happening in school. Teacher responds to parents in a timely manner.</p>