

POLK COUNTY SCHOOLS TEACHER EVALUATION SYSTEM

Evidence-Based Practices Rubrics and Situational Context Factors

This document identifies and describes the evidence-based teaching practices and situational context factors that make up one of the three primary elements of the district's teacher evaluation system. Classroom teachers are rated by the school administrator on 23 specific Essential Performance Criteria (EPC) clustered under four EPC Domains. These EPCs focus on evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices (FEAPs)). Rubrics are provided for each of the 23 EPCs. Points are earned based on the application of the rubrics pertaining to evidence of demonstrated practice. Those points are combined with points pertaining to the situational context in which the teacher is teaching. Situational context points are applied based on specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. Points from these two variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating.**

Evidence-Based Practices Rubrics are used in the district's teacher evaluation system in the following manner:

- Annual Teacher Self-Evaluation
- Overall Annual Performance Evaluation by Administrator
- Professional Learning Processes (Florida Educator Accomplished Practices- 2010 and Marzano Evaluation 41 Strategies and 19 Indicators)
- Assurance of Due Process

The specific EPC rubrics are provided on pages 2 through 24 of this document. (Page 25 addresses the situational context factors.)

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Demonstrating Knowledge of Content and Pedagogy	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices display a lack of knowledge of the state standards, content, or the instructional practices specific to that discipline.</p>	<p>Partial evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect an inconsistent level of awareness of the state standards, content, and the instructional practices specific to that discipline.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect essential knowledge of the state standards, content, and the instructional practices specific to that discipline. The teacher is aware of research areas, new methods, and often incorporates them into instructional plans and practices.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect extensive knowledge of the state standards, content, the structure of the discipline and instructional practices. The teacher is aware of research areas, new methods, and consistently incorporates them into instructional plans and practices.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught. • Instructional Design and Lesson Planning 		<p>Possible evidence may include sources such as:</p> <p>Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, compliance of content standards and curriculum maps.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Demonstrating Knowledge of Students.	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a lack of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction lacks differentiation based on student needs.</p>	<p>Partial evidence exists that the teacher demonstrates a growing knowledge of students.</p> <p>Instructional practices demonstrate an inconsistent level of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is inconsistently differentiated based on student needs.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a consistent knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is differentiated based on student needs.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate extensive knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs from a variety of sources. Instruction is consistently differentiated based on student needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement 		<p>Possible evidence may include sources such as:</p> <p>Lesson plans, administrative conversations with the teacher, implementation of professional development, TARGET plan, data chat records, differentiated assignments, progress monitoring records, observations, action research.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Setting Instructional Outcomes	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans lack alignment to state standards. Instructional outcomes lack rigorous learning and do not permit valid, reliable assessment. Instructional outcomes offer little or no opportunity for application or integration of learning and are unsuitable for many students. Goals for student achievement are general or not developed at all.</p>	<p>Partial evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are inconsistently aligned with state standards. Instructional outcomes inconsistently reflect rigor and may sometimes permit valid, reliable assessment. Instructional outcomes are limited and only suitable for some students. Few opportunities are offered for application or integration of learning.</p>	<p>Adequate evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes reflect rigorous learning and permit valid, reliable assessment. Instructional outcomes offer frequent opportunities for application and integration of learning, are suitable for the majority of students, and represent different types of learning.</p>	<p>Significant and varied evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes consistently reflect rigorous and relevant learning which build connections between curriculum and students' daily lives and permit valid, reliable assessment. Instructional outcomes offer extensive opportunities for both application and integration of learning and take into account the needs of nearly all students.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Design and Lesson Planning • Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 		<p>Possible evidence may include sources such as:</p> <p>Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, student work samples, data chat records, progress monitoring records, observations, compliance of content standards and curriculum maps.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1d. Demonstrating Knowledge of Resources and Technology	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>Technology and resources are lacking as an enhancement of teacher knowledge or as part of the instructional process. The teacher does not seek such knowledge.</p>	<p>Partial evidence exists that the teacher demonstrates a growing knowledge of resources and technology.</p> <p>Technology and resources are inconsistently used to enhance teacher knowledge and as part of the instructional process. The teacher is making attempts to incorporate technology.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>Technology and resources are consistently used to enhance teacher knowledge, as part of the instructional process, as well as, for student productivity.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>Technology and resources are extensively used to enhance teacher knowledge, as part of the instructional process, as well as for student productivity. The teacher seeks out innovative ways to integrate technology in the classroom.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Lesson plans, administrative conversations with the teacher, implementation of professional development, observations.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1e. Designing Coherent Instruction	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design lacks structure and student engagement. Knowledge of content, instructional strategies and resources are not coordinated in the creation of learning experiences. These experiences lack alignment to instructional outcomes for student mastery of state standards.</p>	<p>Partial evidence exists that the teacher is striving to design coherent instruction.</p> <p>Lesson design is inconsistent in its structure and plan for student engagement. Knowledge of content, instructional strategies and resources are poorly coordinated in the creation of learning experiences. These experiences are insufficiently aligned to instructional outcomes for student mastery of state standards.</p>	<p>Adequate evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design is structured and student engagement is planned. Knowledge of content, instructional strategies and resources are coordinated in the creation of learning experiences. These experiences are aligned to instructional outcomes for student mastery of state standards.</p>	<p>Significant and varied evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design is purposefully structured with embedded, active student engagement. Knowledge of content, instructional strategies and resources are coordinated in the creation of student-driven, relevant learning experiences. These experiences are strategically aligned to instructional outcomes for student mastery of state standards.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as:</p> <p>Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, compliance of content standards and curriculum maps.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1f. Designing Student Assessments	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments lack alignment with instructional outcomes and state standards. Multiple assessments, both formative and summative, are seldom used to diagnose learning needs. Assessments rarely contribute to the learning needs of students or influence instruction.</p>	<p>Partial evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are partially aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are inconsistently used to diagnose learning needs. Assessments occasionally contribute to the learning needs of students or influence instruction.</p>	<p>Adequate evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose learning needs. Assessments exhibit criteria, are appropriate to the learning needs of students, and influence instruction.</p>	<p>Significant and varied evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are consistently aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose individual learning needs. Assessments exhibit clear criteria, and are appropriate to the learning needs of students. Performance outcomes are pervasively integrated to adapt instruction.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Design and Lesson Planning. • Assessment 	<p>Possible evidence may include sources such as:</p> <p>Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, assessments, formative assessments, compliance of content standards and curriculum maps.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Communicating with Students	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect a lack of developing students' understanding of the lesson by rarely communicating what students will know or be able to do.</p>	<p>Partial evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect an insufficient level of developing students' understanding of the lesson by inconsistently communicating what students will know or be able to do. The teacher may infrequently refer to the lesson essential question to check for student understanding during the lesson.</p>	<p>Adequate evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect intentional development of students' understanding of the lesson by consistently communicating what students will know or be able to do and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>	<p>Significant and varied evidence exists that the teacher's communication with students is interwoven throughout the entire lesson.</p> <p>Instructional practices reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do, connecting each lesson essential question to prior knowledge, conveying the relevance, and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation 		<p>Possible evidence may include sources such as:</p> <p>Observation, Written Communication Artifacts, Administrator Conversation, Oral Communication, Student Work Samples, Lesson Plans, and Graphic Organizers.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Using Strategies to Evoke High-order Thinking and Discussions	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are not used when asking students questions. Students are not provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions are low order and/or posed in rapid succession.</p>	<p>Partial evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are inconsistently used when asking students questions. Students are occasionally provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Many questions are low order and/or posed in rapid succession.</p>	<p>Adequate evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are intentionally used when asking students questions. Students are often provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and wait time is utilized for students to answer.</p>	<p>Significant evidence exists that the teacher uses varied strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are consistently used when asking students questions. Students are provided extensive opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and sufficient wait time is utilized for students to reflect and answer.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversation, Extending Thinking Lessons, Wait Time, Student Engagement, Verbatim Questions.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Lesson Delivery and Engaging Students in Learning	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is not evident. Lesson delivery does not include collaborative structures, distributive practice, and distributive summarizing. The lesson lacks pacing to promote student learning.</p>	<p>Partial evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is inconsistent. Lesson delivery infrequently includes collaborative structures, distributive practice, and distributive summarizing. The lesson pacing does little to promote to student learning.</p>	<p>Adequate evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is often evident. Lesson delivery includes collaborative structures, distributive practice, and distributive summarizing. The lesson is paced to promote student learning.</p>	<p>Significant and varied evidence exists that the teacher actively engages all students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is pervasive. Lesson delivery consistently includes collaborative structures, distributive practice, and distributive summarizing. The lesson is seamlessly paced to promote optimal student learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Observation, Lesson Design, Conversation, Collaborative Learning Structures, Advance Organizers, Assessment Prompts, Graphic Organizers, Distributed Summarization, Use of Gradual Release Model.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d. Using Assessment in Instruction	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no</u> evidence exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor do not support student learning due to lack of progress monitoring of learning goals.</p>	<p><u>Partial</u> evidence exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect inconsistent use of progress monitoring of learning goals as evidenced by limited checks for understanding, feedback, and summarization.</p>	<p><u>Adequate</u> evidence exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect consistent use of progress monitoring of learning goals as evidenced by one or more of the following: checks for understanding, appropriate feedback, summarization, or use of scoring rubrics to establish student expectations.</p>	<p><u>Significant and varied</u> evidence exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect pervasive use of progress monitoring which extends the defined learning goals as evidenced by checks for understanding, high-quality feedback, summarization, and use of scoring rubrics to establish high student expectations.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Assessment 	<p>Possible evidence may include sources such as:</p> <p>Lesson Design, Assessment Artifacts, Conversations, Extended Thinking Lessons, Progress Monitoring, Use of Formative Assessments, Summative Assessments, Performance-Based Assessments, Accurate and Updated Documentation of Student Data, Student Portfolios, Scoring Rubrics, Use of Gradual Release Model, Data Chat Records.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2e. Demonstrating Flexibility and Responsiveness	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>No facilitation of learning is occurring due to the lack of instructional strategies in response to student learning needs.</p>	<p>Partial evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is characterized by missed opportunities for targeted interventions, re-teaching, or seizing opportunities to enhance learning due to limited flexibility in adjusting instructional strategies in response to student learning needs.</p>	<p>Adequate evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is occurring due to the flexible use of instructional strategies in response to student learning needs. Modifications of instructional strategies may include targeted interventions, and re-teaching.</p>	<p>Significant and varied evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is seamless due to an extensive repertoire of instructional strategies utilized in response to student learning needs. Consistent modifications of instructional strategies include targeted interventions, re-teaching and seizing opportunities to enhance learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversations, Lesson Design/Practices, Mandated Student Learning Accommodations, Student Data Records, Documented Lesson Reflections, Differentiated Instruction.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2f. Integrating Cross Content Reading and Writing Instruction	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading and writing strategies across content areas for students to develop connections to the text are not utilized to support student comprehension. Vocabulary instruction of content area terms is not evident. Writing is seldom used to respond to new learning.</p>	<p>Partial evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are inconsistently incorporated to enhance student comprehension. Limited vocabulary instruction of content area terms is evident. Writing is infrequently used to respond to new learning.</p>	<p>Adequate evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Appropriate vocabulary instruction of content area terms is evident. Writing is frequently used to respond to new learning.</p>	<p>Significant and varied evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Extensive reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Explicit and pervasive vocabulary instruction of content area terms is evident. Writing is frequently used in an authentic manner to respond to new learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversations, Lesson Design/Practices, Documentation of Reading Comprehension, Documentation of Writing Model, Student Assignments, Portfolios, Journals, Student Data Records, Graphic Organizers, Student Work Samples.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Creating an Environment of Respect and Rapport	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit a lack of sensitivity, responsiveness, regard, and consideration.</p>	<p>Partial evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p>Adequate evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions often exhibit sensitivity, responsiveness, regard, and consideration between teacher and students.</p>	<p>Significant and varied evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit embedded sensitivity, responsiveness, regard, and consideration between the teacher and students. Interactions among students are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement 	<p>Possible evidence may include sources such as:</p> <p>Observation, Administrative conversations with the teacher, classroom discipline plan, discipline referral data.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Establishing a Culture for Learning	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications lack evidence of high expectations for learning. Lessons are characterized by a lack of specific and appropriate feedback.</p>	<p>Partial evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications reveal inconsistent evidence of high expectations for learning. Lessons are characterized by inconsistent use of specific and appropriate feedback.</p>	<p>Adequate evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications often show evidence of high expectations for learning. Lessons are characterized by use of specific and appropriate feedback.</p>	<p>Significant and varied evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications show consistent evidence of high expectations for learning. Specific and appropriate feedback is embedded throughout lessons.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement 	<p>Possible evidence may include sources such as:</p> <p>Observation, administrative conversations with the teacher, use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), student learning maps, and exemplary student work samples.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Managing Classroom Procedures	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the lack of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p>Partial evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the inconsistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p>Adequate evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is well managed due to the use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p>Significant and varied evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is maximized due to the consistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks to the point that they have become routine.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Observation, procedures list, Administrative conversations with the teacher, time on task.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Managing Student Behavior	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective. The classroom environment is characterized by off-task student behavior. Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is inconsistent and/or the classroom environment is characterized by off-task student behavior. Responses to student misbehaviors may at times be inappropriate, but improvements in responses are being made. Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent and classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate. Positive behavior is encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative. Classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate and subtle. Positive behavior is pervasively encouraged and reinforced.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> The Learning Environment 		Possible evidence may include sources such as: Observation, administrative conversations with the teacher, appropriateness of discipline referrals, teacher discipline plan.		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3e. Organizing Physical Space	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is unsafe or the learning environment is inaccessible for many students. The organization of the physical space impedes the learning process.</p>	<p>Partial evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible for students. The organization of the physical space does little to facilitate the learning process.</p>	<p>Adequate evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for most students. Physical space is organized to facilitate the learning process.</p>	<p>Significant and varied evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for all students. Physical space is organized in a purposeful, flexible manner to maximize the learning process by accommodating a variety of learning experiences.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> The Learning Environment 		Possible evidence may include sources such as: Observations, etc.		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Attention to Equity and Diversity	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are not equitably distributed. Interactions between students and the teacher are inappropriate and/or lacking. An absence of understanding or awareness of cultural differences exists.</p>	<p>Partial evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed. Interactions between students and the teacher may sometimes be inappropriate. An absence of understanding or awareness of cultural differences may exist.</p>	<p>Adequate evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably. Positive interactions between most students and the teacher are evident. Cultural differences are recognized and respected.</p>	<p>Significant and varied evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences. Positive interactions between all students and the teacher are evident. Cultural differences are recognized, respected, and used to enrich instruction.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct The Learning Environment 		<p>Possible evidence may include sources such as:</p> <p>Conversation, Observation, Reflection, Continuous Improvement, Discipline Records.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Maintaining Accurate Records	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence</u> exists that the teacher maintains accurate records.</p> <p>Records are characterized by a lack of organization and/or updates. Systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p><u>Partial evidence</u> exists that the teacher maintains accurate records.</p> <p>Records are characterized by inconsistent organization and/or updates. Systems for maintaining both instructional and non-instructional records are rudimentary.</p>	<p><u>Adequate evidence</u> exists that the teacher maintains accurate records.</p> <p>Records are organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.</p>	<p><u>Significant and varied evidence</u> exists that the teacher maintains accurate records.</p> <p>Records are consistently organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and continually refined for effectiveness.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as:</p> <p>Lesson Plan Design, Grading System, PS/RTI Documentation, Attendance Records, IEP Documentation, Progress Monitoring, Complying with Deadlines.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Communicating with Families	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or about individual students is lacking.</p>	<p>Partial evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or individual students is inconsistent.</p>	<p>Adequate evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or about individual students is consistent.</p>	<p>Significant and varied evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Consistent initiation of appropriate and varied communication with families about the instructional program or about individual students is comprehensive.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Continuous Professional Improvement • Professional Responsibility and Ethical Conduct 		<p>Possible evidence may include sources such as:</p> <p>Conversations, Documentation Logs, Agenda Artifacts, Emails, Parent Conference Documentation.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4d. Participating in a Professional Community	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence exists</u> that the teacher participates in a professional community.</p> <p>Professional interactions display a lack of collaboration and active participation in support of school and district initiatives. Relationships with colleagues may impede the progress of school and district initiatives.</p>	<p><u>Partial evidence exists</u> that the teacher participates in a professional community.</p> <p>Professional interactions display an inconsistent level of collaboration and participation in support of school and district initiatives. Relationships with colleagues are generally cooperative.</p>	<p><u>Adequate evidence exists</u> that the teacher participates in a professional community.</p> <p>Professional interactions support collaboration, active participation, and productive relationships with colleagues, which assist with the progress of school and district initiatives.</p>	<p><u>Significant and varied evidence exists</u> that the teacher participates in a professional community.</p> <p>Professional interactions promote consistent collaboration and active participation to sustain productive relationships with colleagues, which contribute to the progress of school and district initiatives.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Continuous Professional Improvement • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversation with teachers, Leadership Roles in School or District, Lesson Study process, participation in professional organizations and committee.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4e. Individual Continuous Professional Improvement	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion or implementation of professional learning is lacking.</p>	<p><u>Partial</u> evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion or implementation of professional learning is inconsistent.</p>	<p><u>Adequate</u> evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p><u>Significant and varied</u> evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion and implementation of professional learning with fidelity and high quality is consistent. The teacher initiates activities that contribute to the learning of peers.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • Continuous Professional Improvement • Professional Responsibility and Ethical Conduct 		Possible evidence may include sources such as: TARGET Plan and ARROW Documentation, PD Records, Learning Community Documentation Artifacts, Observed Application of Learning in the Classroom, Conversation with teachers, Lesson Plans, mentoring peers, serving as a resource, Collaborative Planning.		

Essential Performance Criteria (EPC)	Performance Rating	
	Ineffective/Needs Improvement or Developing	Effective/Highly Effective
4f. Professional Responsibilities	EPC Domain 4: Professional Responsibilities and Ethical Conduct	
	<p>Little or no evidence exists that the teacher meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the teacher meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 - The effective educator exemplifies the standards of the profession • Professional Responsibility and Ethical Conduct 		<p>Possible evidence may include sources such as:</p> <p>Observation, Conversation with teachers, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p>

Situational Context Factors

In order to enhance the fairness and equity of teacher performance evaluation processes across all schools in the district related to the Situational Context in which the teacher is teaching and the application of effective teaching practices to improve student learning, the teacher evaluation process includes a mechanism for awarding points to each teacher based on specified student demographic impact factors applicable to the students that they are teaching. Teachers in classrooms heavily impacted by the following demographic factors will earn points applied to their Overall Annual Performance Evaluation rating in accordance with the table below as based on the percentages of students they teach related to each factor.

Specified Student Demographic Impact Factors Table

Demographic Impact Factor	% Level	Points	% Level	Points	% Level	Points
F/R Lunch % - El.	55%-64%	2	65%-79%	4	80%+	6
OR						
F/R Lunch % - Mdl.	52%-60%	2	61%-74%	4	75%+	6
OR						
F/R Lunch % - Sr.	50%-55%	2	56%-64%	4	65%+	6
AND						
ESE %	20%-25%	1	25%-29%	2	30%+	3
ELL %	20%-25%	1	25%-29%	2	30%+	3
Total Possible Points						12