SARASOTA COUNTY SCHOOLS

PRIDE Rubric

"Look Fors"

Revised: December 2014

PRIDE Rubric "Look Fors"

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The intention of this informal, working document is to provide administrators and teachers with examples of "observables" related to specific competencies on the PRIDE Rubric. "Observables" can be defined as visible, seeable, apparent behaviors including, but not limited to: student and/or teacher behavior, lesson plans, conference notes, progress monitoring reports, test data, etc.

Each competency is best defined on the rubric itself by the language written within the indicators under the corresponding ratings of "Unsatisfactory," "Needs Improvement/Developing," "Effective," and "Highly Effective."

The "Look Fors" were developed by administrators and teachers as examples that may lend support to the defined indicators.

Following are key points to remember:

- This is not an exhaustive or static list.
- The "Look Fors" in **bold** font are taken from the Classroom Indicators for Success Observation Tool.
- You cannot know the performance expectation by reading the competency or "Look Fors" only. The **indicators** on the PRIDE Rubric are the **definitions.**
- To gain understanding of the performance standard for a competency, focus on "Effective" and "Highly Effective" indicators.
- In conversations related to "observables" or PRIDE evaluations:
    1. Use the PRIDE Rubric as a coaching tool and share areas of concern with the teacher in a timely manner so efforts to improve can be made.
    2. Do not **surprise** a teacher at an evaluation meeting with "Unsatisfactory" and/or "Needs Improvement/Developing" ratings with no prior conversation related to the area of deficit.
    3. Use the language of the rubric in conversing and writing.
    4. Add **specific** examples including what was seen or heard.
    5. If you discuss a "Look For" be able to explain how it shows evidence of a specific competency.
        - For example, how is the use of high order questions an example of 1.1 Establishing High Expectations for Student Learning and Work? Read "E" and "HE" and make sure your written and/or oral comments correlate with the intent of the PRIDE Rubric.
- FEAPS, Marzano, Danielson, FPMS and other major educational research contributed to the development of the PRIDE Rubric. Use your knowledge of this work to discuss performance as it **aligns** with the PRIDE Rubric.

PRIDE Domain I

	Effective	Highly Effective
I.1. Establishing High Expectations for Student Learning and Work	Teacher communicates high expectations for all student work most of the time. Teacher emphasizes accuracy and quality most of the time.	Teacher consistently communicates and models high expectations including accuracy and quality for all student work related to the learning goal. Teacher creates a culture in which students assume responsibility for holding themselves to the highest standard.

"Look Fors"

- Students are alert, participating and attentive
- **Complex learning tasks that requires perseverance for successful completion**
- Exemplary student work used to set expectation(s)
- Challenges students to think deeply about the content (i.e. questioning, setting up discussions, problem solving, brainstorming, probing, etc.)
- Expectations posted and evident in student behaviors
- All students are held accountable to share their thinking (no "opting out")
- **Reach a better understanding and consolidate learning as a team through collaboration and teamwork**
- **Communicates high expectations for accuracy and quality of all student work, including students' use of academic language related to the learning goal**
- Agendas/objective/lesson purpose posted
- **Randomly selected students can explain in their own words: What are you learning today? How does today's learning relate to your prior learning? Why is this important for you to learn?**
- Students accept responsibility for their performance at the highest standards by tracking progress and setting goals
- Teacher models high order thinking skills
- Celebrates successes
- **Classroom culture supports students assuming responsibility for holding themselves to the highest standard**
- **Hold one another accountable for participation, asking for and receiving help**
- **During modeling, teacher analyzes his/her thinking process to highlight the use of problem solving and critical thinking strategies and, when appropriate, the avoidance of common errors.**
- **Students use peer assessment and student self-assessment to monitor and reflect on their learning**

	Effective	Highly Effective
I.2. **Creating an** **Environment of Respect** **and** **Rapport**	Teacher models tolerance for all students and holds students responsible for respectful behavior. Teacher honors the cultural and developmental differences among students.	The classroom culture consistently reflects positive interactions, honoring diversity between students and teacher as well as student to student. Teacher consistently uses resources that reflect diversity in instruction, assignments, and product.

"Look Fors"

Mutual respect between teacher/student and student/student as evidenced by, but not limited to:

- **Classroom consistently reflects positive interactions, honoring diversity between students and teacher as well as student to student** (i.e. cultural, religious, gender, learning, physical, sexual orientation, etc.)
- Greeting students entering classroom
- Teacher shows interest in students' lives
- **Allows students an opportunity to use a variety of resources and learning tasks to creatively apply knowledge of what was modeled. Resources reflect diversity**
- Does not allow negative comments about other classmate's behavior or academic performance
- Teacher exhibits a positive tone of voice
- Body language denotes respect
- Students feel safe to take appropriate academic risks
- Students are comfortable asking for clarification
- When asked, students say teacher cares about them
- **Students converse with respect and courtesy through positive interaction** (i.e. working collaboratively, active listening, praising, building on ideas, taking turns, etc.)
- Teacher makes eye contact, smiles, uses open gestures
- Addressing students in a manner they view as respectful
- Addresses different learning styles and communication needs (ESE, ELL)

	Effective	**Highly Effective**
1.3. **Organizing the Physical Environment**	Teacher arranges the physical environment to support learning activities most of the time. Teacher displays student work.	Teacher creates a personalized physical environment that is invitational, student-centered, and consistently supports learning activities. Teacher consistently displays exemplars of current student work.

"Look Fors"

- **Personalized physical environment is invitational, student centered and consistently supports learning activities**
- Physical layout of the classroom has clear and safe traffic patterns
- Physical layout of the classroom provides easy access to materials and centers
- Bulletin boards relate to current content
- **Displays learning goals accompanied by a scale or rubric that describes measurable levels of performance**
- Exemplary student work displayed
- Word wall or walls with academic vocabulary and content language frames provide exemplars and models, giving language support that is posted and easily accessible to students
- **Academic vocabulary and content language is visible in the classroom**
- Students refer to learning tools posted around the classroom (i.e. word walls, academic vocabulary, etc.)
- Progress and/or process of student work is documented
- Students make use of materials and learning centers
- Students can easily focus on instruction
- Auditory cues used when appropriate

	Effective	Highly Effective
I.4. **Managing Classroom Procedures**	Teacher enforces established classroom procedures most of the time resulting in greater time on task.	Teacher consistently holds students responsible for following established procedures resulting in maximized time on task. Classroom procedures have become routine.

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- **Students are held responsible for following established procedures, resulting in maximized time on task. Classroom procedures have become routine**
- May involve students in designing classroom routines
- Evidence of teaching and managing classroom procedures and routines
- Reminds students of procedures (verbal and/or written)
- Asks students to restate, explain, or practice procedures
- Provides appropriate cues or signals when a rule or procedure should be used (i.e. one finger raised for bathroom, pencil raised to sharpen etc.)
- **Teacher manages instructional groups, transitions, materials, and supplies seamlessly**
- Students follow clear routines throughout class (arrival, sharpening pencil, bathroom use, dismissal, transitions, requesting a hall pass, make-up work, etc.)
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher (i.e. quiet signal, chimes, "give me 5," claps, etc.)
- Students regulate their own behavior
- Efficient system for returning and distributing materials
- Designation of an area in the classroom for students who need time to focus

	Effective	Highly Effective
1.5. **Managing Students Behavior**	Teacher monitors behavior based on school and classroom standards for conduct most of the time and has established positive student relationships.	Teacher is direct, specific, and consistent in communicating and enforcing high standards of conduct. Teacher consistently maintains positive relationships with students.

"Look Fors"

- **Teacher is direct, specific, and consistent in communicating and enforcing high standards of conduct**
- **Teacher consistently maintains positive relationships with students**
- Establishes, posts, and enforces a system of classroom expectations including rewards and consequences
- Teaches and reviews classroom rules and expectations
- Asks students to restate, explain, or practice rules and expectations
- Redirects misconduct while keeping a respectful tone and actions
- Redirects when specific students or groups of students are not engaged
- Provides nonverbal signals that a rule or procedure has been followed (i.e. smile, nod of head, high five, thumbs up, etc.)
- Provides nonverbal signals when students' behavior is not appropriate (i.e. eye contact, proximity, tap on desk, shake head 'no')
- Gives verbal praise that a rule or procedure has been followed (i.e. thanks students, describes behaviors that adhere to rule or procedure)
- Communicates with students' family regarding positive behaviors and challenging circumstances
- Uses tangible recognition when a rule or behavior has been followed (i.e. certificate of merit, token economies, etc.)
- Follows/Implements school's PBS plan

	Effective	Highly Effective
1.6. **Modeling Oral and Written Communication Skills**	Teacher models spoken and written language that is clear and correct. Vocabulary is appropriate to students' ages and interests.	Teacher models spoken and written language that is clear and correct and expressive, with well-chosen academic vocabulary that enriches the lessons.

"Look Fors"

- **Uses clear, correct, and expressive spoken and written language, including well-chosen academic vocabulary that enriches the lesson**
- Teacher correctly uses the language of the lesson (vocabulary)
- Written language displayed and/or distributed is free of errors
- Uses age-appropriate language with students
- Speaks in a tone that is appealing to students
- Speaks in grammatically correct sentences
- Clearly enunciates words
- Uses an expressive tone to emphasize points
- **Uses explicit, "unpacked" thinking (not simply directions) that demonstrates a clear understanding of the learning goals and related prior learning**

PRIDE Domain II

	Effective	**Highly Effective**
II.1. Demonstrating a Deep Knowledge of Content	Teacher has an understanding of content knowledge and is able to convey it to students effectively. Teacher relates and integrates the subject matter with other disciplines and real-world experiences when appropriate.	Teacher demonstrates a comprehensive understanding of the content and its prerequisite relationships to curriculum standards, objectives, and concepts. Teacher consistently relates and integrates the subject matter with other disciplines and life experiences to establish relevance. Teacher addresses anticipated student misconceptions of the content and is able to field questions correctly. Teacher plans and prepares for effective scaffolding to promote the students' deep understanding and transfer of content. Teacher plans and prepares for appropriate attention to established learning goals.

"**Look-Fors"**

- **Purpose is aligned with curriculum standards and may involve: acquiring information, applying a skill or concept, resolving a problem or evaluating a process**
- **Includes "jump start/hook" to set the stage for learning and gain student interest**
- **Identifies specific target academic vocabulary or content language**
- **Reflects language students should use and understand during the lesson**
- Emphasizes content vocabulary in instruction, discussion, and writing
- Models expert thinking and/or process
- Quality materials used in preparation and in class
- Application of content through research-based, meaningful activities and/or strategies
- Teacher makes extensions, connections, and remediation as needed
- Complexity of lesson matches the intent of the standard
- Provides review of content
- **Addresses anticipated student misconceptions of the content**
- **Checks for understanding to uncover student misconceptions**
- Ability to address student questions accurately
- Lesson plans reflect comprehensive understanding of curriculum and objectives
- **Relates and integrates the subject matter with other disciplines or student life experiences to establish relevance**
- Progression of the lesson builds in complexity
- Plans for high-complexity questions, tasks, and discussions
- Cues, prompts, and questions students to extend content knowledge
- **Uses explicit, "unpacked" thinking (not simply directions) that demonstrates a clear understanding of the learning goals and related prior learning**
- **Regarding student understanding of the learning purpose, randomly selected students can explain in their own words "Why is this important for you to learn?"**
- **Returns to modeling when discovering prevalent student errors or misconceptions**
- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **During modeling, teacher analyzes his/her thinking process to highlight the use of problem solving and critical thinking strategies and, when appropriate, the avoidance of common errors**

	Effective	Highly Effective
II.2. **Aligning Student Outcomes to State Standards**	Teacher utilizes state standards when planning for instruction. Teacher uses a variety of resources to plan for and align instruction. Teacher ensures that the learning goal is evident to all students.	Teacher aligns instruction with state standards, high stakes assessment(s) and progress monitoring of individual student performance to drive instruction. Written learning goals are posted/easily accessible for students. Students can explain in their own words what they are learning and why.

"Look Fors"

- **Purpose is aligned with curriculum standards and may involve: acquiring information, applying a skill or concept, resolving a problem or evaluating a process**
- **Instruction and learning activities are aligned with the identified purpose**
- Use of Instructional Focus Guide (IFG) for applicable course objectives
- Content purpose posted and stated as lesson begins
- **Content Purpose written in student friendly language, posted and easily accessible to students**
- Refers back to content purpose during and at conclusion of lesson
- **Randomly selected students can explain in their own words: What are you learning today? How does today's learning relate to your prior learning? Why is this important for you to learn?**
- Specific progress monitoring systems in place and referred to when making instructional decisions about student needs
- Language Purpose reflects language demands for today's lesson and student needs identified via formative assessment
- **Academic vocabulary and content language is visible in the classroom**
- Connect vocabulary to previously learned content
- Vocabulary is connected to word relationships and nuances in word meanings
- Word wall or walls with academic vocabulary and content language frames provide exemplars and models, giving language support that is posted and easily accessible to students
- **Displays learning goals accompanied by a scale or rubric that describes measurable levels of performance**
- **Independent tasks are aligned to Content and/or Language Purpose**
- Lesson plan reflects student needs
- Materials used are aligned with daily purpose
- Instruction is aligned to high stakes testing (FSA, 2.0 test specifications, EOC, etc.)

	Effective	**Highly Effective**
II.3. **Using Data to Attend to Individual Student Needs**	The teacher uses data and identifies gaps to adjust for class/individual student needs most of the time. In addition, teacher uses technological tools to collect and analyze student data.	Teacher continually analyzes classroom data and identifies gaps to adjust instruction and implements remedial and/or extension interventions. Assessment data is used in collaboration with colleagues in professional learning community meetings and is incorporated into the design of lesson plans and classroom instruction. Teacher's lesson plans reflect differentiation. Teacher plans and prepares for the needs of English language learners, students with disabilities, and students who come from home environments that offer little support for schooling.

"Look Fors"

- Analyzes classroom data to diagnose student learning needs and identify gaps to adjust and drive instruction
- **Uses data to identify student learning needs and adjust instruction through instructional interventions**
- **Uses specific strategies to extend and remediate instruction to meet the needs of all students, including English language learners, students with disabilities**
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**

Teacher uses current student data to determine:

- Tiered activities/assignments based on readiness
- Flexible guided instructional groups
- Use of different modalities/learning styles
- Mixture of small/whole instructional groups
- Discussions during Collaborative Planning Teams (CPT)
- Specially Designed Instruction, ELL strategies, etc.
- Interventions/accommodations as documented in the lesson plan
- Level of understanding throughout the lesson (ie: white boards, thumbs up/down, Activotes, etc.)
- Modifications for behavior support systems (TPS)

	Effective	Highly Effective
II.4. **Planning Formative and Summative Assessments**	Teacher plans summative assessments to measure student mastery of the standards most of the time. Teacher plans formative assessments to check for understanding during the lesson. Teacher uses assessment results to plan learning goals and activities for the next lesson most of the time.	Teacher consistently plans summative assessments to measure student mastery of the standards. Teacher consistently plans formative assessments to determine prior knowledge, check for understanding during the lesson and in preparation for differentiation in subsequent lessons. Teacher consistently uses assessment results to plan learning goals and differentiate instruction for the next lesson. Teacher develops rubrics and uses models so students can monitor their learning.

"Look Fors"

- Language Purpose reflects language demands for today's lesson and student needs identified via formative assessment
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Checks for understanding to uncover student misconceptions**
- **Displays learning goals accompanied by a scale or rubric that describes measurable levels of performance**
- **Provides exemplary models and explains performance criteria to students**
- **Checks for understanding during the lesson as a formative assessment in preparation for subsequent instruction**
- **Students use peer assessment and/or student self assessment to monitor and reflect on their learning**
- **Using criteria from rubrics, scales, and models, students track their progress on learning goals**
- Use of white boards, ActivExpressions, Exit Cards/Tickets Out the Door, Quizzes/Quick Checks, etc. to monitor student learning
- Embedded questions in lesson plans to check for understanding
- Teacher uses rubrics to allow students to monitor their learning (III.4)
- Teacher circulates during guided practice, cooperative learning structure, or group discussion to assess student mastery
- Teacher plans for formative and summative assessments aligned with goals or objectives prior to instruction (i.e. Backward Lesson Design – Stage 2)
- Teacher plans pre-tests and post-tests
- Assessments match benchmarks, learner objectives and are mastery based
- Use of strategies to show evidence of learning of prior knowledge (i.e. graphic organizers, journal prompts, etc.)
- Use of student work to re-teach or guide next lesson
- Formative assessments are aligned to Instructional Focus Guide (IFG) or Unique Learning (if applicable)

- Graphing progress
- **Uses summative assessments to measure student mastery of the curriculum**

	Effective	Highly Effective
II.5. Determining Strategies for Meaningful/ Coherent Instruction	Teacher plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression most of the time. Teacher develops learning experiences that require students to demonstrate a variety of applicable skills and competencies most of the time. Teacher gives attention to students needing remediation and extension activities to ensure mastery most of the time.	Teacher consistently plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression. Teacher consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. Teacher consistently gives attention to students needing remediation and extension activities to ensure mastery. Teacher plans learning tasks that focus on application of skills providing opportunities for critical thinking and problem solving.

"Look Fors"

- **Instruction and learning activities are aligned with the identified purpose**
- **Randomly selected students can explain in their own words: How does today's learning relate to your prior learning?**
- **During modeling, teacher analyzes his/her thinking process to highlight the use of problem solving and critical thinking strategies and, when appropriate, the avoidance of common errors**
- **Uses explicit, "unpacked" thinking (not simply directions) that demonstrate a clear understanding of the learning goals, and related prior learning**
- **Includes "jump start/hook" to set the stage for learning and gain student interest**
- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Students are encouraged to demonstrate a novel application of purpose, not a direct replication of teacher modeling**
- **Assigns homework, as needed, to reinforce previously mastered concepts**

Learning Tasks:

- **Involve students in compelling, challenging, and cognitively appropriate learning experiences that require demonstration of a variety of applicable skills and competencies to ensure in-depth conceptual coverage of the learning goal**
- **Focus on application of skills providing opportunities for critical thinking and problem solving**
- **Are designed so a specific outcome is not guaranteed and learning still occurs with an unsuccessful outcome (productive failure)**
- **Require students to actively access, process and communicate information using varied skills and media**

Student team members:

- **Form conclusions using text-based evidence**
- Demonstrate active learning
- Utilize wait time
- **Ask questions of one another and interpret and use each other's statements**
- **Build one another's accurate knowledge and connection to prior learning**

- **Generate rigorous thinking through interactive discussion**
- **Reach a better understanding and consolidate learning as a team through collaboration and teamwork**

II.5 Continued . . .

	Effective	Highly Effective
II.5. Determining Strategies for Meaningful/ Coherent Instruction	Teacher plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression most of the time. Teacher develops learning experiences that require students to demonstrate a variety of applicable skills and competencies most of the time. Teacher gives attention to students needing remediation and extension activities to ensure mastery most of the time.	Teacher consistently plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression. Teacher consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. Teacher consistently gives attention to students needing remediation and extension activities to ensure mastery. Teacher plans learning tasks that focus on application of skills providing opportunities for critical thinking and problem solving.

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Scaffolding tasks by sequencing (logically linking) the lesson in a meaningful way, using a variety of appropriate strategies that support learning, such as, but not limited to:

- Learning activities build on prior knowledge
- Think aloud
- Modeling
- Accountable Team Tasks
- Cooperative learning
- Discussions (i.e. teacher to student and student to student)
- Small guided instruction based on student need (i.e. remediation, on level, extension)
- Making connections by both teacher and students
- Activities that plan for application of student learning
- Critical thinking (i.e. problem solving, questioning, inquiry based learning)
- Use of visuals, graphic organizers, guided notes
- Students applying a learned skill (i.e. simulation, independent assignment/project)
- Shared reading, close reading, reader's theatre, etc.

	Effective	Highly Effective
II.6. **Using Instructional Time Effectively**	Teacher plans for the management of instructional groups, transitions, non-academic responsibilities, materials and supplies resulting in most students being on task and minimal loss of instructional time. Activities adequately address learning goal(s) most of the time.	Teacher's management of instructional groups, transitions, non-academic responsibilities, materials and supplies is seamless. Activities ensure an in depth conceptual coverage of the learning goal(s).

"Look Fors"

- Academically engaged at start of class (i.e. bell work, introducing daily purpose/objective statements, students working on on-going projects, etc.)
- Transitions are efficient
- **Teacher manages instructional groups, transitions, materials, and supplies seamlessly**
- Procedures in place (see I.4)
- Organization and use of materials and supplies are seamless
- Physical setting conducive to transitions
- Teacher and students are on task/topic
- Students engaged in purposeful centers, groups, stations
- Accommodating the needs of students with disabilities as indicated in the IEP
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Involves students in compelling, challenging, and cognitively appropriate learning experiences that require demonstration of a variety of applicable skills and competencies to ensure in-depth conceptual coverage of the learning goal**
- **Allows students an opportunity to use a variety of resources and learning tasks to creatively apply knowledge of what was modeled. Resources reflect diversity**
- **Students understand and can successfully demonstrate a variety of skills and competencies through independent tasks**
- **Independent tasks are aligned to the Content and/or Language Purpose**

PRIDE Domain III

	Effective	Highly Effective
III.1. **Engaging Students in Learning**	Teacher involves students in active and collaborative learning activities that are appropriate for students' cognitive ability in order to reach the learning goal. Pacing of lessons is appropriate for most students.	Teacher consistently involves students in compelling, challenging, and cognitively appropriate learning experiences. Students' behavior and reactions indicate they are on task, engaged, and challenged. Pacing of lessons is appropriate for all students.

"Look Fors"

- **Students are encouraged to demonstrate a novel application of purpose, not a direct replication of teacher modeling**
- **Content Purpose is at the appropriate level of rigor and pacing**
- Lesson is relevant to the learner
- Variety of purposeful learning tasks
- **Requires students to actively access, process and communicate information using varied skills and media**
- **Students are grouped in teams working on a common task that requires group participation**
- Actively processing information: reading, writing, speaking
- Rigorous activities
- Small group instruction
- Involves students in planning for learning (i.e. developing review questions, mapping out project tasks, allowing for choice in process/product)
- Lessons involve opportunities for collaboration, exploration, and discovery
- Peer to Peer interaction related to content
- Higher level questioning guides activities/discussions
- Use of technology (III.8)
- Students show ownership of knowledge and skills through explanation and/or demonstration
- Active engagement during direct instruction, video clips, students presenting (i.e. note-taking, graphic organizer, cloze notes)
- **Students understand and can successfully demonstrate a variety of skills and competencies through independent tasks**
- **Independent tasks are aligned to Content and/or Language Purpose**

Learning Tasks:

- **Involve students in compelling, challenging, and cognitively appropriate learning experiences that require demonstration of a variety of applicable skills and competencies to ensure in-depth conceptual coverage of the learning goal**
- **Designed so a specific outcome is not guaranteed and learning still occurs with an unsuccessful outcome (productive failure)**
- **Are sufficiently complex to require perseverance for successful completion**

Student team members:
- **Demonstrate behavior and reactions that indicate they are on task, engaged and challenged**
- **Use a variety of resources, including appropriate technology, to analyze, synthesize and evaluate information**

- **Ask questions of one another and interpret and use each other's statements**
- **Build one another's accurate knowledge and connection to prior learning**
- **Generate rigorous thinking through interactive discussion**
- **Form conclusions using text-based evidence**

	Effective	Highly Effective
III.2. Varying Instruction to Meet Student Needs	Teacher differentiates instruction based on assessment data. Teacher balances whole and small group instruction most of the time. Small group instruction is based on skill level, interest, and/or cognitive ability. Teacher consistently applies varied instructional strategies and resources to meet the needs of English language learners, students with special needs, and students who come from home environments that offer little support.	Teacher differentiates instruction based on assessment data and recognizes individual differences in students. Teacher consistently balances whole and small group instruction based on student data. Opportunities are provided for students to select resources, activities, and/or products based on learning styles, interest, and/or cognitive ability. Teacher extends and remediates instruction to meet the needs of all students. Teacher implements plans that meet the needs of English language learners, special education students, and students who come from home environments that offer little support for schooling.

"Look Fors"

Purposeful and intentional:

- Flexible grouping (i.e. small group, pairs, triads, student choice, teacher choice)
- Fluid grouping based on student data (i.e. FAIR, FOCUS, mini assessments, classroom summative and formative assessments [II.4], benchmark tests
- Differentiation based on assessment results (i.e. readiness, interest and learning profile)
- Adjusted assignments based on students needs (tiered instruction)
- Learning centers/stations
- Multi-modality approach to instruction
- Work with varied materials by students
- Opportunities for student choice (i.e. centers/stations, developing review questions, mapping out project tasks, products demonstrating student learning)
- Support struggling students (i.e. scaffolding, guided instruction, teacher conferencing, alternative assignments, and/or tutoring)
- Enrichment opportunities for students (i.e. real-world projects, teacher conferencing, alternative assignments, supplemental reading/research)
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- Special needs accommodations (i.e. IEP, 504, ELL)
  - o Extended time
  - o Reduce assignments
  - o Allow for breaks
  - o Use of manipulatives
- Different questions and/or different prompts based on student learning needs (pre-planned)
- **Returns to modeling when discovering prevalent student errors or misconceptions**

- **Uses specific strategies to extend and remediate instruction to meet the needs of all students, including English language learners, students with disabilities**
- **Allows students an opportunity to use a variety of resources and learning tasks to creatively apply knowledge of what was modeled. Resources reflect diversity**

	Effective	Highly Effective
III.3. **Using Quality Questions and Discussions**	Teacher asks high and low order questions that are both planned and spontaneous in order to reach the learning goal. Teacher uses questions and feedback to help direct the lesson and checks for understanding. Teacher provides opportunity for student interaction or discussion.	Teacher uses complex questioning techniques and feedback to help direct the lesson, guide student learning, and check for understanding. Teacher establishes procedures so that all students have opportunity to participate in interactive discussions. Teacher facilitates challenging discussions based on the learning goal(s) to stimulate independent, creative, and critical thinking.

"Look Fors"

- Utilizes higher level questioning techniques to stimulate discussion (Webb's DOK and Bloom)
- Students are individually accountable to answer a variety of high and low order questions
- Engages students in critical thinking (i.e. identifying similarities/differences, cause/effect, problem/solution, predictions and inferences, examining consequences, finding alternative viewpoints etc.)
- Questioning reflects cognitive level of complexity and test specifications
- Teacher adjusts instruction based on students' responses
- Plans for high-complexity questions/tasks/discussions
- **Checks for understanding to uncover student misconceptions**
- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **Provides scaffolding to guide learning and to stimulate creative and critical thinking using appropriate questions, cues, and prompts**
- Follow-up student answers with deeper questions
- Open-ended questioning
- Scaffolding of questions and discussions
- Avoids allowing only unison responses
- Allows ample time for students to think and answer questions
- **Students hold one another accountable for participation, asking for and receiving help**
- **Students generate rigorous thinking through interactive discussion**

	Effective	Highly Effective
III.4. **Monitoring Student Performance**	Teacher utilizes grading system accurately basing grades on student achievement. Teacher provides models and learning goals with scales and explains the criteria to students most of the time.	Teacher provides exemplary models and explains performance criteria to students. Teacher uses a variety of methods for developing learning goals with scales such as rubrics, self-assessment, and peer-assessment. Based on the criteria, students are able to track their progress on learning goals (if cognitively able).

"Look-Fors"

- Students monitor their learning (i.e. self-assessments, tracking progress, Success Maker Notebooks, fluency graphs, data charts, tracking grades, rubrics etc.)
- **Students use peer assessment and student self assessment to monitor and reflect on their learning**
- **Using criteria from rubrics, scales, and models, students track their progress on learning goals**
- Teacher consistently updates electronic grade book for students to monitor progress
- Grading system is clear to students (i.e. syllabus, parent handbook, district policy, etc.)
- **Provides exemplary models and explains performance criteria to students**
- Word wall or walls with academic vocabulary and content language frames provide exemplars and models, giving language support that is posted and easily accessible to students
- **Consistently uses "I" statements to make expert thinking and reasoning transparent (not "you" statements to direct)**
- Models expert thinking to guide group and individual performance tasks

	Effective	Highly Effective
III.5. **Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery**	Teacher plans and conducts formative and summative assessments throughout the lesson. Based on assessment results, teacher adjusts instruction most of the time. Teacher attempts to find strategies to support struggling learners. Teacher forms flexible groups based on initial data and adjusts groups to reflect updated data.	Teacher adjusts instruction and grouping during and after the lesson based on student performance. Teacher exchanges feedback with students so they can increase their achievement. Teacher is persistent in the support of struggling students who are working toward mastery. Teacher responds to students in need of intervention.

"Look Fors"

- **Facilitates challenging discussions based on the learning goal to stimulate creative and critical thinking and to promote student deep understanding and transfer of content**
- **Provides scaffolding to guide learning and to stimulate creative and critical thinking using appropriate questions, cues, and prompts**
- **Returns to modeling when discovering prevalent student errors or misconceptions**
- **Differentiates and targets instruction through teacher-guided small flexible skill groups based on assessment data and recognition of the differences in students**
- **Checks for understanding during the lesson as a formative assessment in preparation for subsequent instruction**
- **Uses data to identify student learning needs and adjusts instruction through instructional interventions**
- "On the spot" adjustments when needed
- Responsive instruction based on ongoing student data/formative assessment (i.e. quick checks, thumb response, ActiVotes/Expressions, white board, KAGAN structures, etc.)
- Tiered instruction (adjusted assignments based on students needs)
- Differentiated tasks at centers/stations/labs
- Multi-modality approach to instruction
- Work with varied materials by students
- Support struggling students (i.e. scaffolding, guided practice, teacher conferencing, alternative assignments, and/or tutoring)
- Enrichment opportunities for students (i.e. real-world projects, teacher conferencing, alternative assignments, supplemental reading/research)
- Use of research-based interventions found on the district SharePoint site, FCRR website, CPALMS, etc. when needed

- Evidence of re-teaching small groups and/or individual students when necessary
- Teacher responds to student performance using academic redirection, offering suggestions, asking clarifying questions
- Specific praise is used to reinforce accurate thinking
- IEP goals/TPS data used to adjust instruction and environment based on 'whole' child

	Effective	**Highly Effective**
III.6. **Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals**	Teacher plans and implements interventions and locates/utilizes resources that are aligned with assessment results to increase student achievement of learning goals.	Teacher consistently plans and implements a variety of interventions and locates/utilizes resources that are aligned with assessment results to increase achievement of learning goals. Teacher collaborates with colleagues to determine which high probability strategies to implement. Teacher maintains accurate documentation of interventions implemented.

"Look Fors"

- Using materials aligned to FSA test specifications, EOCs, FAA, FOCUS**,** and/or IEP/EP goals
- Use of research-based interventions found on the district SharePoint site, FCRR website, CPALMS, FOCUS**,** etc. when needed
- Documentation of small group or one-on-one interventions when necessary (i.e. lesson plans, data book, MTSS forms)
- Prepare and implement the interventions determined through RtI/MTSS with School Wide Support Team (SWST)
- Persists in the support of struggling students who are working towards mastery, locating/using resources that are aligned with assessment results to increase achievement of learning goals
- **Uses specific strategies to extend and remediate instruction to meet the needs of all students, including English language learners, students with disabilities**
- **Uses data to identify student learning needs and adjust instruction through instructional interventions**

	Effective	Highly Effective
III.7. **Using Traditional and Alternative Assessments to Increase Achievement**	Teacher aligns tests with state standards. Teacher provides opportunities (formal and informal, traditional and alternative) to collect information about student learning.	Teacher provides many opportunities through a variety of strategies (formal and informal, traditional and alternative) to collect information about student learning and uses the information to increase student achievement. Students are given opportunities to practice the format of high stakes assessments.

"Look Fors"

- **Students understand and can successfully demonstrate a variety of skills and competencies through independent tasks**
- **Uses summative assessments to measure student mastery of the curriculum**
- Provides opportunities to practice the format of high stakes assessments

To check for understanding and to inform instruction, teacher uses a variety of assessments (II.4) such as, but not limited to:

Formative Assessment

- Quick Checks
- Exit Slips
- Activotes/Expressions
- Thumbs Up/Down

Traditional Assessment

- Chapter tests
- Quizzes
- Mid Term and Final exams

Alternative Assessment

- Project based
- Performance based
- Portfolios
- Presentations
- Anecdotal Records
- FAA Practice Materials

Practice of High Stakes Testing

- Benchmark Assessments
- FCAT Explorer
- Practicing the format in which the test is to be given

	Effective	Highly Effective
III.8. **Using Technology to Support Learning**	Teacher uses technology in the delivery of instruction most of the time. Teacher's lesson and unit plans make use of district provided technology most of the time. Teacher integrates and utilizes current and emerging assistive and communication technologies that enable students to participate in high quality communication interactions and achieve their educational goals. Teacher uses technology to access student data most of the time.	Teacher's lessons, unit plans, and assessments make use of district provided available technology, Web resources, and technology resources. Teacher integrates and utilizes current and emerging assistive and communication technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Classroom instruction reflects innovative strategies integrating technology. Technology is in the hands of the students as appropriate. Teacher uses technology to access student data.

"Look fors"

- **Students are using a variety of resources including appropriate technology to analyze, synthesize and evaluate information**
- **Integrates and uses district-provided available technology tools, applications, and eSources that enable students to participate in high-quality, innovative strategies integrating technology. Technology is in the hands of the students as appropriate**
- **Requires students to actively access, process and communicate information using varied skills and media**

Uses the following instructional technologies to support daily learning objectives such as, but not limited to:

- ActivInspire tools
- Student use of laptops, tablets, and/or smartphones when appropriate
- Flipcharts, PowerPoint, Prezzi, Document Camera, and multi-media lessons when appropriate
- Student use of current technological devices to support instruction
- Safari Montage, Blackboard LEARN, web discussions, etc. to engage students
- Instructional Learning Systems (i.e. SuccessMaker, FCAT Explorer, FL Achieves, Read 180, etc.)
- Online textbooks and instructional materials
- Instructional Improvement System (IIS) (i.e. assessment data, MTSS forms, etc.)

Uses the following technologies as part of job responsibilities (if applicable/appropriate):

- Instructional Improvement System (IIS) (i.e. teacher evaluation, IPDP, MTSS forms, etc.)
- ESD/Crosspointe grade book
- ESD/Crosspointe attendance

PRIDE Domain IV

Communicating Professional Commitment

Competency	Highly Effective Examples
IV. 1. • **Complying with and Implementing all Federal and State laws, as well as District and School Policies and Procedures**	• Takes a leadership role at the school and/or district level in planning and supporting initiatives/activities that implement Federal and State laws, as a well as District and School Policies and Procedures. (i.e. Team Leader, SAC Chair, SDMT Member, Trainer for school or district initiative, SC/TA Rep, Department Chair, Curriculum Leader, PBS Contact/Coach, SCIP Mentor, Mentor for a College Intern, Committee Chair, etc.) • Is a leader among teachers in curriculum initiatives, school projects/programs, etc. • Serves on district committees or provides support to teachers at other district schools
IV.2. • **Taking Responsibility for Professional Development** • **IPDP Written, reviewed, monitored, and evaluated by teacher and administrator**	• Attends PD "above and beyond" what is mandated • Selects PD based on school, student, and teacher evaluation data • Becomes unconsciously skilled in the integration of PD to classroom practice • Reflects on and sharpens the use of the PD to impact student learning
IV.3. • **Collaborating with Colleagues for Student Progress**	• Leadership role "above and beyond" active contribution during CPTs • Initiates, takes a lead role in discussing student data with team/department • Initiates, takes a lead role in discussing contemporary, relevant research with team/department • Shares new learning with colleagues • Participates in Lesson Study
IV.4. • **Developing Positive Relationships with Families and Community**	• Positive phone calls are made to parents/guardians • Parent Conferences are purposeful and productive • Collaborates and/or invites parents and community members into classroom/school for projects, programs, presentations, etc.