

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA  
PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION  
TEACHER EVALUATION SYSTEM (TES)

**PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL**

**DOMAIN I. CREATING A CULTURE FOR LEARNING**

*The teacher creates a culture for learning through building positive relationships with students. This organized safe learning environment encourages high expectations for all students and allows them to feel respected and valued.*

COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
<b>I.1. Establishing High Expectations for Student Learning and Work</b>	There is little or no evidence that the teacher communicates high expectations for student performance. There is little or no evidence that the teacher celebrates and/or recognizes student success. Teacher makes excuses for poor student performance.	Teacher communicates high expectations inconsistently. Teacher inconsistently uses praise strategically to motivate students to the highest level of performance. Teacher accepts completion of student work regardless of quality.	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.
<b>I.2. Creating an Environment of Respect and Rapport</b>	The classroom culture reflects little or no evidence of positive interactions, tolerance and/or diversity between students and teacher as well as student to student. Teacher interaction is negative, demeaning, sarcastic and/or inappropriate. Teacher tolerates student interactions characterized by conflict, sarcasm, and put-downs.	Teacher inconsistently models respectful behavior, inconsistently holds students accountable for respectful behavior, and inconsistently demonstrates an appreciation of diversity.	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.
<b>I.3. Organizing the Physical Environment</b>	Teacher demonstrates little or no evidence of organizing the physical environment to support the learning activities. The physical environment is frequently unsafe.	Teacher creates a physical environment that is safe but inconsistently supports the learning activities.	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.
<b>I.4. Managing Classroom Procedures</b>	Teacher has limited or no classroom procedures resulting in a significant loss of time on task.	Teacher establishes classroom procedures but inconsistently enforces them resulting in significant loss of time on task.	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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<b>I.5. Managing Student Behavior</b>	Teacher has limited or no standards for student conduct. Student behavior is not monitored.	Teacher has established classroom rules and consequences; however, standards for conduct are not consistently monitored and enforced through an established behavior system. Teacher is working to establish positive student relationships.	Teacher monitors behavior based on standards for conduct most of the time and is working to establish positive student relationships.	Teacher is direct, specific, and consistent in communicating and enforcing high standards of conduct. Teacher consistently maintains positive relationships with students.
<b>I.6. Modeling Oral and Written Communication Skills</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	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.

### **DOMAIN II. PLANNING FOR SUCCESS**

*The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and used instructional time effectively.*

COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
<b>II.1. Demonstrating a Deep Knowledge of Content</b>	Teacher makes content errors. Teacher rarely corrects content errors made by students.	Teacher has an understanding of content knowledge; however, is unable to extend the knowledge of the content to students effectively.	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.

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<b>II.2. Aligning Student Outcomes to State Standards</b>	Teacher rarely makes decisions regarding instructional objectives that reflect knowledge of the standards.	Teacher solely relies on the textbook to determine the instructional objectives. Teacher inconsistently bases instruction on 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.
<b>II.3. Using Data to Attend to Individual Student Needs</b>	Teacher rarely bases instructional decisions on student learning data. Teacher provides little or no evidence that instruction is based on students' needs.	Teacher uses data to adjust instruction for the class; however, teacher inconsistently uses data to adjust instruction for individual students' 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.
<b>II.4. Planning Formative and Summative Assessments</b>	Teacher rarely plans for assessment prior to instruction. Assessments rarely measure what was taught. Teacher provides little or no evidence that the standards are assessed.	Teacher uses textbook assessments or other instructional materials that inconsistently measure the intended curriculum. Teacher creates assessments that do not adequately measure the standards.	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.

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COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
<b>II.5. Determining Strategies For Meaningful/ Coherent Instruction</b>	Teacher plans activities that rarely support or correlate with the instructional goals and objectives. Teacher lacks clarity of the content causing student confusion.	Teacher plans learning activities/strategies without attention to students' prior knowledge and/or consideration for students' learning levels.	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.
<b>II.6. Using Instructional Time Effectively</b>	Teacher demonstrates little or no evidence of planning for the management of instructional groups, transitions, non-academic responsibilities, materials and supplies resulting in the loss of instructional time. Activities inadequately address learning goal(s).	Teacher inconsistently plans for the management of instructional groups, transitions, non-academic responsibilities, materials and supplies resulting in the loss of instructional time. Activities inconsistently address learning goal(s).	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).

**PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL**

**DOMAIN III. INSTRUCTING AND ASSESSING FOR STUDENT ACHIEVEMENT**  
*The teacher uses a variety of strategies to engage students in learning. The instruction is varied by utilizing technology, quality questioning, and discussions. The teacher creates opportunities for students to monitor their own performance while making adjustments in the instruction in order to enhance student achievement.*

COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
<b>III.1. Engaging Students in Learning</b>	Teacher rarely implements plans for the active engagement of all students. Activities and assignments are inappropriate for the cognitive level of students. Teacher ignores off-task behavior. Pacing of lessons is rarely considered.	Teacher implements activities that call for passive learning and are inappropriate for the cognitive level of students; therefore, student engagement is low. Teacher ignores off-task behavior. Pacing of lessons is too hurried, too slow or both.	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.
<b>III.2. Varying Instruction to Meet Student Needs</b>	Teacher instruction predominantly is whole group with no attention given to student data. The pacing and level of instruction are the same for all students in whole/small group and individually regardless of students' needs.	Teacher instruction is predominantly whole group with little attention given to student data. When small group instructional activities are planned, students participate in each activity regardless of skill level and/or interest.	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, students with special needs, and students who come from home environments that offer little support for schooling.

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COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
<b>III.3. Using Quality Questions and Discussion</b>	Teacher makes inadequate use of questioning techniques. Teacher questions are predominantly low order. Teacher does not provide wait time and allows only unison response. Teacher does not provide opportunities for discussion.	Teacher questions are predominantly low order and invite little response and discussion. Teacher inconsistently provides wait time. Teacher inconsistently attempts to engage students in discussion.	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.
<b>III.4. Monitoring Student Performance</b>	Teacher demonstrates little or no evidence of accurately utilizing a grading system to monitor student performance. Teacher awards grades inaccurately; grades are not based on student performance. Teacher rarely models for students therefore students do not know what mastery looks like or when mastery has been achieved.	Teacher has a grading system but uses it inconsistently. Teacher inconsistently provides models or learning goals with scales for students therefore students do not know what mastery looks like or when mastery has been achieved.	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).
<b>III.5. Adjusting and Monitoring Instruction to Enhance Achievement &amp; Student Mastery</b>	Teacher rigidly adheres to instructional plan. Teacher provides little to no evidence of adapting or revising plans based on student needs. Teacher denies responsibility for struggling students.	Teacher provides little or no evidence of planning formative assessments and therefore makes adjustments to instruction erroneously. Teacher has limited knowledge of ways to support struggling learners.	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.

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COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
<b>III.6. Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals</b>	Teacher rarely plans interventions and/or locates/utilizes resources that are aligned with assessment results.	Teacher inconsistently plans interventions and/or locates/utilizes resources that are aligned with assessment results.	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.
<b>III.7. Using Traditional and Alternative Assessments to Increase Achievement</b>	Teacher rarely aligns tests with state standards. Teacher rarely varies methods of assessment.	Teacher inconsistently aligns tests with state standards. Teacher only uses “paper and pencil” assessments. Teacher inconsistently varies the methods of assessment.	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.
<b>III.8. Using Technology To Support Learning</b>	Teacher rarely uses technology as required by job responsibilities. Teacher provides little or no evidence that technology is infused into instruction.	Teacher inconsistently uses technology in the delivery of instruction or as required by job responsibilities. Teacher inconsistently plans for hands-on technology activities.	Teacher uses technology in the delivery of instruction and as required by job responsibilities 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.

## PRIDE RUBRIC – CLASSROOM INSTRUCTIONAL

### **DOMAIN IV. COMMUNICATING PROFESSIONAL COMMITMENT**

*The teacher takes responsibility for his/her professional development in support of school and district initiatives/goals. The teacher works collaboratively with colleagues to enhance student performance and develops positive relationships with family and community.*

COMPETENCY	INDICATORS			
	Unsatisfactory 0	Developing/Needs Improvement 1	Effective 2	Highly Effective 3
<b>IV.1. Complying with and Implementing all Federal and State laws, as well as District and School Policies and Procedures</b>	Teacher performance may indicate disciplinary concerns.	Teacher inconsistently complies with and implements Federal and State laws, as a well as District Policies and Procedures relating to the education and well being of all students.	Teacher complies fully with and implements Federal and State laws, as a well as District Policies and Procedures relating to the education and well being of all students.	Teacher 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.
<b>IV.2. Taking Responsibility for Professional Development</b> <ul style="list-style-type: none"> <li>• IPDP written</li> <li>• IPDP reviewed, monitored &amp; evaluated by teacher and administrator</li> </ul>	Teacher performance may indicate disciplinary concerns.	Teacher attends staff development, but does not integrate professional learning into classroom practice.	Teacher attends mandated staff development and integrates professional learning into classroom practice most of the time.	Teacher attends mandated and additional staff development regularly. Teacher integrates professional learning into classroom practice. Teacher refines and assesses effectiveness of strategies in terms of student achievement.
<b>IV.3. Collaborating with Colleagues for Student Progress</b>	Teacher performance may indicate disciplinary concerns.	Teacher works in isolation and only participates in collegial activities when required.	Teacher contributes to collegial interactions focused on student achievement and well-being.	Teacher initiates collegial interactions focused on student achievement and well-being. Teacher demonstrates leadership among team and school staff to address student needs.
<b>IV.4. Developing Positive Relationships with Families and Community</b>	Teacher performance may indicate disciplinary concerns.	Teacher provides little or no information and/or inconsistently responds to parent/family/community. Teacher handles parent/family/community concerns unprofessionally.	Teacher maintains a timely system(s) for communication with families regarding student progress. Teacher appropriately responds to family/ community concerns most of the time.	Teacher collaborates with family to address student progress and needs. Teacher responses to parent concerns are handled with sensitivity. Teacher builds positive relationships with families and community focused on student achievement and well-being.

**Note: Domain IV is part of the TES. It may be marked as performance. Behavior deemed unsatisfactory may result in documented disciplinary action.**