



POLK COUNTY
PUBLIC SCHOOLS
STUDENTS FIRST

Teacher Evaluation EPC Rating Rubrics



EPC: 1a. Demonstrating Knowledge of Content and Pedagogy	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p><u>Little or no evidence</u> 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><u>Partial</u> 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><u>Adequate</u> 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><u>Significant and varied</u> 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: Foundational Principle 2 Instructional Design and Lesson Planning</p>		<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices such as gradual release or inquiry-based practices, lesson plans, conversations between the teacher and administration, implementation of professional development, observations, utilization of content standards and curriculum maps.</p>		

EPC: 1b. Demonstrating Knowledge of Students.	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	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, 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, 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, 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, skills, learning levels, learning styles, language proficiencies, and special needs from a variety of sources. Instruction is consistently differentiated based on student needs.</p>
Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 1		Possible evidence may include sources such as: Lesson plans, conversations between the teacher and administrator, implementation of professional development, student work samples, data chat records, differentiated instruction, progress monitoring records, observations, action research.		

EPC: 1c. Setting Instructional Outcomes	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p><u>Little or no evidence</u> 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><u>Partial evidence</u> 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><u>Adequate evidence</u> 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><u>Significant and varied evidence</u> 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>
Florida Educator Accomplished Practices: Instructional Design and Lesson Planning Foundational Principle 1		Possible evidence may include sources such as: Use of appropriate researched-based best practices formative assessments and summative assessments, lesson plans, conversations between the teacher and administrator, student work samples, data chat records, progress monitoring records, observations, utilization of content standards and curriculum maps.		

EPC: 1d. Demonstrating Knowledge of Resources	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p><u>Little or no</u> evidence exists that the teacher demonstrates knowledge of resources.</p> <p>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><u>Partial</u> evidence exists that the teacher demonstrates a growing knowledge of resources.</p> <p>Resources are inconsistently used to enhance teacher knowledge and as part of the instructional process. The teacher is making attempts to incorporate resources.</p>	<p><u>Adequate</u> evidence exists that the teacher demonstrates knowledge of resources.</p> <p>Resources are consistently used to enhance teacher knowledge, as part of the instructional process, as well as, for student productivity.</p>	<p><u>Significant and varied</u> evidence exists that the teacher demonstrates knowledge of resources.</p> <p>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 resources in the classroom.</p>
Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation		Possible evidence may include sources such as: Lesson plans, conversations between the teacher and administrator, instruction incorporating various form of available technology. Instruction incorporating various forms of resources for example, grade level texts, manipulatives, community resources such as guest speakers, brochures, Internet resources, a range of text and primary source materials, implementation of professional development, observations.		

EPC: 1e. Designing Coherent Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p><u>Little or no</u> evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design <u>lacks</u> 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, as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.</p>	<p><u>Partial</u> evidence exists that the teacher is striving to design coherent instruction.</p> <p>Lesson design is <u>inconsistent</u> 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 <u>insufficiently</u> aligned to instructional outcomes for student mastery of state standards, as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S..</p>	<p><u>Adequate</u> 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 <u>are aligned</u> to instructional outcomes for student mastery of state standards, as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S..</p>	<p><u>Significant and varied</u> evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design is <u>purposefully differentiated</u> 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 <u>strategically</u> aligned to instructional outcomes for student mastery of state standards, as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S..</p>
Florida Educator Accomplished Practices: Instructional Design and Lesson Planning Foundational Principle 2 Foundational Principle 4		Possible evidence may include sources such as: Use of appropriate researched-based best practices, lesson plans, conversations between the teacher and administrator, implementation of professional development, observations, differentiated assessments, progress monitoring records, utilization of content standards, plan and build progression knowledge from simple to complex, identify specific instructional strategies appropriate for learning target, lessons are planned with teachable chunks of content, plan to indicate connections to prior learning, student processing of new information is planned, and curriculum maps.		

EPC: 1f. Designing Student Assessments	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p><u>Little or no</u> 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><u>Partial</u> 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><u>Adequate</u> 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 and are appropriate to the learning needs of students, and influence instruction.</p>	<p><u>Significant and varied</u> 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>
Florida Educator Accomplished Practices: Instructional Design and Lesson Planning Assessment		Possible evidence may include sources such as: Use of appropriate researched-based best practices, lesson plans, conversations between the teacher and administrator, implementation of professional development, observations, differentiated assessments, progress monitoring records, formative and summative assessments, utilization of content standards and curriculum maps.		

EPC: 2a. Communicating with Students	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no evidence exists</u> 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><u>Partial evidence exists</u> 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's objective to check for student understanding during the lesson.</p>	<p><u>Adequate evidence exists</u> that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect the 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's objective to check for student understanding at key points throughout each lesson.</p>	<p><u>Significant and varied evidence exists</u> that the teacher's communication with students is interwoven throughout the entire lesson.</p> <p>Instructional practices reflect the extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do, connecting each lesson's learning target to prior knowledge, conveying the importance, and referring to the lesson's objective to check for student understanding at key points throughout each lesson.</p>
Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation		Possible evidence may include sources such as: Observation of oral communication between teacher and student, Written feedback on student work, Administrator Conversation with students, Student Work Samples, and Lesson Plans.		

EPC: 2b. Using Strategies to Evoke Higher-order Thinking and Discussions	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no</u> 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><u>Partial</u> 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><u>Adequate</u> 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><u>Significant</u> 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>
	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation		Possible evidence may include sources such as: Observation, Conversation, Wait Time, Student Engagement, Student Work Samples, and Planned questions to initiate higher order discussions, appropriate Depth of Knowledge (DOK) that matches the level of the standard.	

EPC: 2c. Lesson Delivery and Engaging Students in Learning	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no</u> 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 and distributive practice. The lesson lacks pacing to promote student learning.</p>	<p><u>Partial</u> 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 and distributive practice. The lesson pacing does little to promote student learning.</p>	<p><u>Adequate</u> 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 and distributive practice. The lesson is paced to promote student learning.</p>	<p><u>Significant and varied</u> 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 and distributive practice. The lesson is seamlessly paced to promote optimal student learning.</p>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation		Possible evidence may include sources such as: Observation, Lesson Design, Conversation, Collaborative Learning Structures, Prompting Questions, Advanced/Graphic Organizers, Use of Gradual Release Model.		

EPC: 2d. Using Assessment in Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no evidence exists</u> 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 the 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 the consistent use of progress monitoring of learning goals as evidenced by one or more of the following: checks for understanding, appropriate feedback, or use of scoring rubrics to establish student expectations.</p>	<p><u>Significant and varied evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect the pervasive use of progress monitoring of learning goals as evidenced by one or more of the following: checks for understanding, high-quality feedback, or use of scoring rubrics to establish high student expectations.</p>
Florida Educator Accomplished Practices: Assessment		<p>Possible evidence may include sources such as: Lesson Design, 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, Data Chat Records.</p>		

EPC: 2e. Demonstrating Flexibility and Responsiveness	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no evidence exists</u> 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><u>Partial evidence exists</u> that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is hindered by missed opportunities for targeted interventions, re-teaching, or opportunities to enhance learning due to limited flexibility in adjusting instructional strategies in response to student learning needs.</p>	<p><u>Adequate evidence exists</u> 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><u>Significant and varied evidence exists</u> 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 the use of multiple instructional strategies in response to student learning needs. Consistent modifications of instructional strategies include targeted interventions, re-teaching and seizing opportunities to enhance learning.</p>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation Learning Environment Foundational Principle 4		Possible evidence may include sources such as: Observation, Conversations between teacher and student, Lesson Design/Observing Student Learning Accommodations, Student Data Records, Differentiated Instruction.		

EPC: 2f. Integrating Cross Content Reading and Writing Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	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>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation		Possible evidence may include sources such as: Observation, Conversations between teacher and student, Lesson Design, Student Work Samples, such as: Portfolios, Journals, Graphic Organizers.		

EPC: 3a. Creating an Environment of Respect and Rapport	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><u>Little or no evidence</u> 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><u>Partial evidence</u> 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><u>Adequate evidence</u> 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><u>Significant and varied</u> 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>
Florida Educator Accomplished Practices: The Learning Environment Foundational Principle 1		Possible evidence may include sources such as: Observation, Conversation between teacher and administrator, discipline referral data.		

EPC: 3b. Establishing a Community for Learning	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><u>Little or no</u> 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><u>Partial evidence</u> 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 the inconsistent use of specific and appropriate feedback.</p>	<p><u>Adequate evidence</u> 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 the use of specific and appropriate feedback.</p>	<p><u>Significant and varied evidence exists</u> 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>
Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 1		Possible evidence may include sources such as: Observation, Conversation between teacher and administrator, use of appropriate researched-based best practices.		

EPC: 3c. Managing Classroom Procedures	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><u>Little or no</u> 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><u>Partial</u> 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><u>Adequate</u> 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><u>Significant and varied</u> 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>
Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation		Possible evidence may include sources such as: Observation, Conversation between teacher and administrator, time on task, observable procedures and routines in place, effective transitions between class activities.		

EPC: 3d. Managing Student Behavior	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><u>Little or no</u> 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 behaviors are inappropriate.</p>	<p><u>Partial</u> 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 behaviors may at times be inappropriate, but improvements in responses are being made. Positive behavior is seldom encouraged or reinforced.</p>	<p><u>Adequate</u> 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 behaviors are appropriate. Positive behavior is encouraged and reinforced.</p>	<p><u>Significant and varied</u> 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 behaviors are appropriate and subtle. Positive behavior is pervasively encouraged and reinforced.</p>
Florida Educator Accomplished Practices: The Learning Environment		Possible evidence may include sources such as: Observation, Conversation between teacher and administrator, implementation of school-based discipline plans.		

EPC: 3e. Organizing Physical Space	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><u>Little or no evidence</u> 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 to many students. The organization of the physical space impedes the learning process.</p>	<p><u>Partial evidence</u> 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><u>Adequate evidence</u> 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 welcoming for most students. Physical space is organized to facilitate the learning process.</p>	<p><u>Significant and varied evidence</u> 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 welcoming 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: The Learning Environment		Possible evidence may include sources such as: Observations, Conversation between teacher and administrator etc.		

EPC: 4a. Attention to the Full Participation of all Students	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence exists</u> that the teacher gives appropriate attention to the full participation of all students</p> <p>Learning opportunities or student management actions are not fairly distributed. Interactions between students and the teacher are inappropriate and/or lacking. An absence of understanding or awareness of individual differences exists.</p>	<p><u>Partial evidence</u> exists that the teacher gives appropriate attention to the full participation of all students</p> <p>Learning opportunities or student management actions are somewhat fairly distributed. Interactions between students and the teacher may sometimes be inappropriate. An absence of understanding or awareness of individual differences may exist.</p>	<p><u>Adequate evidence</u> exists that the teacher gives appropriate attention to the full participation of all students</p> <p>Learning opportunities and student management actions are fairly distributed in a learning environment where most students are treated fairly. Positive interactions between most students and the teacher are evident. Individual differences are recognized and respected.</p>	<p><u>Significant and varied evidence exists</u> that the teacher gives appropriate attention to the full participation of all students</p> <p>Learning opportunities and student management actions are fairly distributed and student interactions reflect respect for individual differences. Positive interactions between all students and the teacher are evident. Individual differences are recognized, respected and full participation of all students is encouraged.</p>
Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct The Learning Environment		Possible evidence may include sources such as: Conversation, Observation, Reflection of classroom interactions.		

EPC: 4b. Maintaining Accurate Records	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence exists</u> 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 exists</u> that the teacher maintains accurate records.</p> <p>Records are characterized by the inconsistent organization and/or updates. Systems for maintaining both instructional and non- instructional records are rudimentary.</p>	<p><u>Adequate evidence exists</u> 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 and efficient.</p>	<p><u>Significant and varied evidence exists</u> 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 updated.</p>
Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: Lesson Plan Design, Grading System, Intervention and Accommodation Documentation, Attendance Records, Progress Monitoring and Complying with Deadlines.		

EPC: 4c. Communicating with Families	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the teacher utilizes two-way communication and collaborates with families to support student Learning and adheres to guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S..</p> <p>Professional communication with families about the instructional program or about individual students is lacking.</p>	<p><u>Partial</u> evidence exists that the teacher utilizes two-way communication and collaborates with families to support student learning and adheres to guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S..</p> <p>Professional communication with families about the instructional program or individual students is inconsistent.</p>	<p><u>Adequate</u> evidence exists that the teacher utilizes two-way communication and collaborates with families to support student learning and adheres to guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S..</p> <p>Professional communication with families about the instructional program or about individual students is consistent.</p>	<p><u>Significant and varied</u> evidence exists that the teacher utilizes two-way communication and collaborates with families to support student learning and adheres to guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S..</p> <p>Consistent initiation of professional and varied communication with families about the instructional program or about individual students is thorough.</p>
Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: Conversations, (documentation logs or electronic applications), Agenda Artifacts, Emails, Parent Conference Documentation and Varied Communication (documented phone calls, email, in person, newsletter, U.S. Mail).		

EPC: 4d. Participating in a Professional Community	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence exists</u> that the teacher participates in a professional community. 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</u> exists that the teacher participates in a professional community. 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</u> exists that the teacher participates in a professional community. 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</u> exists that the teacher participates in a professional community. 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>
Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: Observation, Conversation between teachers and administrators, leadership roles in school or district, Lesson Study process, participation in professional organizations and committee, collaborative planning, documented professional development, professional learning community, professional learning.		

EPC: 4e. Individual Continuous Professional Improvement	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence exists</u> 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 evidence exists</u> 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 evidence exists</u> 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 evidence exists</u> 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: Continuous Professional Improvement Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: PD Records, Professional Learning Community (PLC) Documentation Artifacts, Observed Application of Learning in the Classroom, Conversation between teachers and administrators, Lesson Plans, Collaborative Planning.		

EPC: 4f. Professional Responsibilities	Performance Rating	
	Ineffective/Needs Improvement or Developing	Effective/Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct	
	<p><u>Little or no evidence exists</u> 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>
Florida Educator Accomplished Practices: Foundational Principle 3 Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: Observation, Conversation between teachers and administrators, “The Principles of Professional Conduct of the Education Profession in Florida.”



POLK COUNTY
PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT

ENHANCING STUDENT ACHIEVEMENT THROUGH
PROFESSIONAL DEVELOPMENT