

| Domains & Indicators                                                                                                | Performance Levels/Criteria                                                                                                                                            |                                                                                                                                                                                                |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                     | Unsatisfactory<br>1                                                                                                                                                    | Needs Improvement/<br>Developing<br>2                                                                                                                                                          | Effective<br>3                                                                                                                                                                                                                                    | Highly Effective<br>4                                                                                                                                                                                                                                                                                          |
| <b>E. Continuous Professional Development</b>                                                                       |                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| <b>E.3</b><br>Collaborates with parents, colleagues and the community to support student learning.                  | <ul style="list-style-type: none"> <li>Seldom or never collaborates with peers.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Works in isolation and only participates in collegial activities when required.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Collaborates with peers to strengthen the effectiveness of instruction based on student needs.</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Continually seeks to expand range of professional experiences through peer collaboration and mentoring opportunities.</li> <li>Attends workshops and conferences and shares the information with peers.</li> <li>Participates in professional organizations.</li> </ul> |
| <b>E.4</b><br>Implements knowledge and skills learned in professional development to support high-quality learning. | <ul style="list-style-type: none"> <li>Does not review the current literature and research or is knowledgeable of current topics related to the profession.</li> </ul> | <ul style="list-style-type: none"> <li>Is aware of research to improve instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students.</li> </ul> | <ul style="list-style-type: none"> <li>Regularly reviews the current literature and research both independently and in collaboration with peers. Incorporates the research in the classroom as appropriate and beneficial to students.</li> </ul> | <ul style="list-style-type: none"> <li>Seeks out research to improve instruction and shares current research with colleagues.</li> <li>Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching practices.</li> </ul>                                     |

| Domains & Indicators                                                                                                                                                                                                          | Unsatisfactory<br>1                                                                                                                                                                                                                                                                                                                                                                      | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                                           | Effective<br>3                                                                                                                                                                                                                                                                                                                                   | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>F. Professional Responsibility and Ethical Conduct</b>                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>F.1</b><br>Adheres to established laws, policies, rules and regulations.                                                                                                                                                   | <ul style="list-style-type: none"> <li>There is little evidence that the employee is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system.</li> <li>Employee has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.</li> </ul> | <ul style="list-style-type: none"> <li>The employee complies with school policy and procedure most of the time.</li> <li>Demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.</li> </ul> | <ul style="list-style-type: none"> <li>The employee adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system.</li> <li>Employee upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system.</li> <li>Employee models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i>, and encourages others to do the same.</li> </ul> |
| <b>F.2</b><br>Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community. | <ul style="list-style-type: none"> <li>Behavior is not consistent with the professional demeanor of instructional personnel.</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Maintains a professional demeanor most of the time.</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>Maintains a professional demeanor during and after school hours.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Consistently demonstrates a professional demeanor in all settings and encourages others to do the same.</li> <li>Models professional interaction with students, parents and the community.</li> </ul>                                                                                                                                               |

| Performance Levels/Criteria                                                                                           |                                                                                                                                                                                |                                                                                                                                                               |                                                                                                                                               |                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domains & Indicators                                                                                                  | Unsatisfactory<br>1                                                                                                                                                            | Needs Improvement/<br>Developing<br>2                                                                                                                         | Effective<br>3                                                                                                                                | Highly Effective<br>4                                                                                                                                                                                                 |
| <b>F. Professional Responsibility and Ethical Conduct</b>                                                             |                                                                                                                                                                                |                                                                                                                                                               |                                                                                                                                               |                                                                                                                                                                                                                       |
| <b>F.3</b><br>Maintains accurate records related to the employee's job description and professional responsibilities. | <ul style="list-style-type: none"> <li>The employee has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality.</li> </ul> | <ul style="list-style-type: none"> <li>The employee makes numerous errors related to student records.</li> </ul>                                              | <ul style="list-style-type: none"> <li>Maintains accurate records and student confidentiality.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Employee's system for maintaining records is consistently accurate and efficient.</li> <li>Confidentiality of student records and information is always maintained.</li> </ul> |
| <b>F.4</b><br>Is punctual with reports, records and reporting to work.                                                | <ul style="list-style-type: none"> <li>Is consistently late in submitting student reports and records.</li> <li>Has a high rate of absenteeism.</li> </ul>                     | <ul style="list-style-type: none"> <li>Must be reminded to submit student reports and records on time.</li> <li>Occasionally reports to work late.</li> </ul> | <ul style="list-style-type: none"> <li>Submits student information, records and reports on time.</li> <li>Reports to work on time.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently completes and submits required student reporting information accurately and on time.</li> <li>Reports to work on time.</li> </ul>                                 |
| <b>F.5</b><br>Performs assigned duties.                                                                               | <ul style="list-style-type: none"> <li>Seldom performs assigned duties through to completion.</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Performs duties as assigned, but often must be reminded.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Performs all duties, as assigned.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Willingly performs assigned duties and takes on additional responsibility.</li> </ul>                                                                                          |
| <b>F.6</b><br>Builds professional relationships.                                                                      | <ul style="list-style-type: none"> <li>Expresses little interest in developing professional relationships.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Demonstrates a limited interest in fostering professional relationships.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Engages in professional activities with peers to form positive relationships.</li> </ul>               | <ul style="list-style-type: none"> <li>Actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.</li> </ul>       |

## Section IV:

### FCPCS Charter School Curriculum Support Personnel/ Media Specialist Evaluation System

Employee's Name: \_\_\_\_\_ Job Title: \_\_\_\_\_ Date: \_\_\_\_\_  
 School/Campus: \_\_\_\_\_ Grade Level(s) Served: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

## Florida Consortium of Public Charter Schools

### Charter School Curriculum Support Personnel/Media Specialist Evaluation

#### Instructions:

The FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation is a performance evaluation system for curriculum support personnel (i.e., reading coaches, curriculum/literacy coaches, library/media specialists, and program coordinators) that is aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065, the *Student Services Personnel Evaluation Model* (SSPEM), and various Professional Job Descriptions for reading/literacy coaches and library/media specialists within school districts in Florida. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per Senate Bill 736, fifty percent (50%) of the annual performance rating for curriculum support specialists must be based on criteria measured through the evaluation instrument.

**RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1**

#### Definitions of the Rating Scale:

- **Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- **Effective:** The teacher is demonstrating the identified teacher competencies most of the time.
- **Needs Improvement or Developing** ("Developing" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.
- **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

#### FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation

| A.    | The Learning Environment (FEAPs, SSPEM, and Professional Job Descriptions)                                                                                               | Rating |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| A.1   | Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the Common Core State Standards (CCSS). |        |
| A.2   | Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate level of rigor.                         |        |
| A.3   | Promotes reading in a variety of content areas and the use of information resources.                                                                                     |        |
| A.4   | Models behavior which depicts high expectations for all students and respect for others' cultures and backgrounds.                                                       |        |
| A.5   | Utilizes clear, acceptable oral and written communication skills when communicating with teachers, parents, and administrators.                                          |        |
| Total | To calculate the rating for this domain, add the total points in the rating column and divide by 5. Insert the total to the right.                                       |        |

| B.    | Subject Area Expertise (FEAPs and Professional Job Descriptions)                                                                   | Rating |
|-------|------------------------------------------------------------------------------------------------------------------------------------|--------|
| B.1   | Establishes long-range goals correlated to the School Improvement Plan.                                                            |        |
| B.2   | Designs and conducts informational lessons for students on the use of instructional resources.                                     |        |
| B.3   | Uses school-wide diagnostic student data to assist teachers in planning lessons for students.                                      |        |
| B.4   | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.                |        |
| Total | To calculate the rating for this domain, add the total points in the rating column and divide by 4. Insert the total to the right. |        |

Employee's Name: \_\_\_\_\_ Job Title: \_\_\_\_\_ Date: \_\_\_\_\_  
 School/Campus: \_\_\_\_\_ Grade Level(s) Served: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

**FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation**

| <b>C.</b>    | <b>Assistance for Instruction and Assessment – <u>This section does not apply to media specialists.</u></b><br><i>(FEAPs and Professional Job Descriptions)</i> | <b>Rating</b> |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>C.1</b>   | Assists teachers in planning, sequencing, and scaffolding of lessons.                                                                                           |               |
| <b>C.2</b>   | Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.                                                     |               |
| <b>C.3</b>   | Facilitates the integration of reading skills/strategies/technology into the reading classrooms.                                                                |               |
| <b>C.4</b>   | Assists teachers in analyzing student assessment data to identify gaps in students' knowledge of the content area.                                              |               |
| <b>C.5</b>   | Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum and instruction.                   |               |
| <b>C.6</b>   | Assists teachers in employing higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.                    |               |
| <b>Total</b> | <i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>                       |               |

| <b>D.</b>    | <b>Staff Development <i>(Professional Job Descriptions)</i></b>                                                                                                                                           | <b>Rating</b> |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>D.1</b>   | Participates in professional development and shares the content with school site personnel and administrators through faculty presentations and individual training sessions.                             |               |
| <b>D.2</b>   | Works as a curriculum and instructional leader on the school's leadership team and school improvement committee.                                                                                          |               |
| <b>D.3</b>   | Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators. |               |
| <b>Total</b> | <i>To calculate the rating for this domain, add the total points in the rating column and divide by 3. Insert the total to the right.</i>                                                                 |               |

| <b>E.</b>    | <b>Continuous Professional Improvement <i>(FEAPs)</i></b>                                                                                                                              | <b>Rating</b> |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>E.1</b>   | Engages in professional development activities consistent with his/her goals and those of the school.                                                                                  |               |
| <b>E.2</b>   | Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.                                                                            |               |
| <b>E.3</b>   | Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. |               |
| <b>E.4</b>   | Collaborates with parents, colleagues and the community to support student learning.                                                                                                   |               |
| <b>E.5</b>   | Implements knowledge and skills learned in professional development in the teaching and learning process.                                                                              |               |
| <b>Total</b> | <i>To calculate the rating for this domain, add the total points in the rating column and divide by 5. Insert the total to the right.</i>                                              |               |

Employee's Name: \_\_\_\_\_ Job Title: \_\_\_\_\_ Date: \_\_\_\_\_  
 School/Campus: \_\_\_\_\_ Grade Level(s) Served: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

### FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation

| F.    | Professional Responsibility and Ethical Conduct (FEAPs)                                                                                                                                                                                                                                                                                                                           | Rating |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| F.1   | Adheres to established laws, policies, rules and regulations.                                                                                                                                                                                                                                                                                                                     |        |
| F.2   | Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.) |        |
| F.3   | Maintains accurate records related to the employee's job description and professional responsibilities.                                                                                                                                                                                                                                                                           |        |
| F.4   | Is punctual with reports, records, and reporting to work.                                                                                                                                                                                                                                                                                                                         |        |
| F.5   | Performs assigned duties.                                                                                                                                                                                                                                                                                                                                                         |        |
| F.6   | Builds professional relationships.                                                                                                                                                                                                                                                                                                                                                |        |
| Total | To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.                                                                                                                                                                                                                                                |        |

To calculate the employee's TOTAL RATING, add the "Totals" for each domain and divide by 6 (for Media Specialists, divide by 5).

EMPLOYEE'S TOTAL SCORE ON CURRICULUM SUPPORT PERSONNEL/ MEDIA SPECIALIST EVALUATION = \_\_\_\_\_  
 EMPLOYEE'S TOTAL RATING ON CURRICULUM SUPPORT PERSONNEL/MEDIA SPECIALIST EVALUATION (CHECK APPROPRIATE RATING)

Highly Effective \_\_\_\_\_ Effective \_\_\_\_\_ Needs Improvement/Development \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

3.6 - 34.0 = Highly Effective;  
 3.0 - 3.5 = Effective;  
 2.0 - 2.9 = Needs Improvement/Developing  
 1.0 - 1.9 = Unsatisfactory

Comments:

Identified areas for improvement and recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Addendum Attached: Yes \_\_\_\_\_ No \_\_\_\_\_

## FCPCS Charter School Curriculum Support Personnel/Media Specialists Evaluation Rubric

| Domains & Indicators                                                                                                                                                                   | Performance Levels/Criteria                                                                                                                                                                                                      |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                        | Unsatisfactory<br>1                                                                                                                                                                                                              | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                 | Effective<br>3                                                                                                                                                                                                             | Highly Effective<br>4                                                                                                                                                                                                                                                           |
| <b>A. The Learning Environment</b>                                                                                                                                                     |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                 |
| <b>A.1</b><br>Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the Common Core State Standards (CCSS). | <ul style="list-style-type: none"> <li>Never collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the Common Core State Standards (CCSS).</li> </ul> | <ul style="list-style-type: none"> <li>Seldom collaborates and with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the Common Core State Standards (CCSS).</li> </ul> | <ul style="list-style-type: none"> <li>Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the Common Core State Standards (CCSS).</li> </ul> | <ul style="list-style-type: none"> <li>Frequently and effectively collaborates with teachers and administrators to develop and implement various school-wide reading/literacy programs that comply with Common Core State Standards (CCSS).</li> </ul>                          |
| <b>A.2</b><br>Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level.                              | <ul style="list-style-type: none"> <li>Never assists teachers in creating environment of literacy conducive to effective instruction which is delivered at the appropriate age level.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Seldom assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level.</li> </ul>                              | <ul style="list-style-type: none"> <li>Frequently and effectively assists teachers in creating an environment conducive to effective instruction and an appreciation for literature which is delivered at the appropriate age level, and promotes lifelong learning.</li> </ul> |



| Performance Levels/Criteria                                                                 |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Domains & Indicators                                                                        | Unsatisfactory<br>1                                                                                                                                                                                                         | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                                                                                                                               | Effective<br>3                                                                                                                                                                                                                                                                                                                                                                  | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>A. The Learning Environment</b>                                                          |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| A.3<br>Promotes reading in a variety of content areas and the use of information resources. | <ul style="list-style-type: none"> <li>Does not promote reading.</li> <li>Does not develop, organize or implement appreciation activities.</li> <li>Never reviews the current, relevant professional literature.</li> </ul> | <ul style="list-style-type: none"> <li>Seldom promotes reading in a variety of content areas and the use of information resources.</li> <li>Seldom develops, organizes and implements effective reading promotional and literature appreciation activities.</li> <li>Occasionally reviews the current, relevant professional literature.</li> </ul> | <ul style="list-style-type: none"> <li>Promotes reading in a variety of content areas and the use of information resources.</li> <li>Develops, organizes, and implements effective reading promotional and literature appreciation activities to promote lifelong learning.</li> <li>Remains current in subject/content/field/technology and professional practices.</li> </ul> | <ul style="list-style-type: none"> <li>Always promotes reading in a variety of content areas and the use of information resources.</li> <li>Frequently develops, organizes and implements initiatives for effective reading promotional and literature appreciation activities to promote lifelong learning.</li> <li>Remains current in subject/content/field/technology and professional practices and shares findings with colleagues.</li> </ul> |
|                                                                                             |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Performance Levels/Criteria                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Domains & Indicators                                                                                                      | Unsatisfactory<br>1                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Effective<br>3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>A. The Learning Environment</b>                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| A.4<br>Models behavior which depicts high expectations for all students and respect for others' cultures and backgrounds. | <ul style="list-style-type: none"> <li>There is little or no evidence that the employee has knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and/or special needs.</li> <li>Classroom interactions, both between the employee and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict.</li> </ul> | <ul style="list-style-type: none"> <li>The employee acknowledges the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for the class as a whole.</li> <li>Classroom interactions, both between the employee and the students and among students themselves, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</li> </ul> | <ul style="list-style-type: none"> <li>The employee actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students.</li> <li>Classroom interactions, both between the employee and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</li> </ul> | <ul style="list-style-type: none"> <li>The employee actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</li> <li>Classroom interactions between the employee and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</li> </ul> |



| Performance Levels/Criteria                                                                           |                                                                                                                                                        |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             |
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| Domains & Indicators                                                                                  | Unsatisfactory<br>1                                                                                                                                    | Needs Improvement/<br>Developing<br>2                                                                                                                                              | Effective<br>3                                                                                                                                                                                                                                                                                            | Highly Effective<br>4                                                                                                                                                                                                                                                                                                       |
| <b>B. Subject Area Expertise</b>                                                                      |                                                                                                                                                        |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             |
| B.1<br>Establishes long-range goals correlated to the School Improvement Plan.                        | <ul style="list-style-type: none"> <li>Does not establish long-range goals correlated to the School Improvement Plan.</li> </ul>                       | <ul style="list-style-type: none"> <li>Establishes long-range goals correlated to the School Improvement Plan but fails to effectively monitor and achieve these goals.</li> </ul> | <ul style="list-style-type: none"> <li>Collaborates with school leadership to establish long-range goals correlated to the School Improvement Plan.</li> <li>Demonstrates a commitment to implement strategies to ensure achievement of goals that are aligned to the School Improvement Plan.</li> </ul> | <ul style="list-style-type: none"> <li>Collaborates with school leadership on an ongoing basis to establish long-range goals correlated to the School Improvement Plan.</li> <li>Consistently implements a variety of strategies designed to achieve long-range goals correlated to the School Improvement Plan.</li> </ul> |
| B.2<br>Designs and conducts informational lessons for students on the use of instructional resources. | <ul style="list-style-type: none"> <li>Does not design or conduct informational lessons for students on the use of instructional resources.</li> </ul> | <ul style="list-style-type: none"> <li>Seldom conducts informational lessons for students on the use of instructional resources.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Designs and conducts informational lessons for students on the use of instructional resources.</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Frequently designs and conducts effective informational lessons for students on the use of instructional resources.</li> <li>Assists teachers and students in utilizing instructional resources to support student learning.</li> </ul>                                              |

| Domains & Indicators                                                                                                       | Performance Levels/Criteria                                                                                                                                                                       |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                                                                            | Unsatisfactory<br>1                                                                                                                                                                               | Needs Improvement/<br>Developing<br>2                                                                                                                                                            | Effective<br>3                                                                                                                                                                                                                                                                                                                                         | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                           |
| B. Subject Area Expertise                                                                                                  |                                                                                                                                                                                                   |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |
| B.3<br>Uses school-wide diagnostic student data to assist teachers in planning lessons for students.                       | <ul style="list-style-type: none"><li>Does not use diagnostic student data to assist teachers in planning lessons for students.</li></ul>                                                         | <ul style="list-style-type: none"><li>Seldom reviews available school-wide diagnostic student data to assist teachers in planning lessons.</li></ul>                                             | <ul style="list-style-type: none"><li>Analyzes a variety of school-wide diagnostic student data to assist teachers in planning lessons for students.</li><li>Documents data analysis meetings with teachers and identifies specific student learning needs in order to assist teachers in planning lessons.</li></ul>                                  | <ul style="list-style-type: none"><li>Analyzes and interprets all available school-wide diagnostic student data to assist teachers in planning lessons for students.</li><li>Evaluates the results action plans developed during data analysis meetings.</li></ul>                                                                                                                              |
| B.4<br>Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | <ul style="list-style-type: none"><li>Does not assist teachers in developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.</li></ul> | <ul style="list-style-type: none"><li>Seldom works with teachers to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.</li></ul> | <ul style="list-style-type: none"><li>Collaborates with teachers on a regular basis to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.</li><li>Assists teachers in developing assessment measures that require students to demonstrate and apply skills and competencies.</li></ul> | <ul style="list-style-type: none"><li>Collaborates and documents regularly scheduled meetings with teachers to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.</li><li>Assists teachers in developing and implementing assessment measures that require students to demonstrate and apply skills and competencies.</li></ul> |

| Performance Levels/Criteria                                                                                               |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Domains & Indicators                                                                                                      | Unsatisfactory<br>1                                                                                                                                                                                                                                                       | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                                                                                                                                                      | Effective<br>3                                                                                                                                                                                                                                                                                                                                                                                                                     | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>C. Assistance for Instruction and Assessment</b>                                                                       |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>C.1</b><br>Assists teachers in planning, sequencing, and scaffolding of lessons.                                       | <ul style="list-style-type: none"> <li>Does not ensure that lesson plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content or the instructional practices specific to that discipline.</li> </ul> | <ul style="list-style-type: none"> <li>Assistance with lesson sequencing and concepts are inconsistent with prior knowledge.</li> <li>Assistance with the teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline.</li> </ul> | <ul style="list-style-type: none"> <li>Ensures that lessons are designed to build upon students' prior knowledge.</li> <li>Ensures that lesson objectives are clear and developed in a logical order.</li> <li>Ensures that the teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter.</li> <li>Selects the appropriate and robust materials and activities for student learning.</li> <li>Lesson objectives are consistently clear and developed in a sequential manner.</li> </ul> |
| <b>C.2</b><br>Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site. | <ul style="list-style-type: none"> <li>Is unfamiliar with the coaching model.</li> <li>Does not/cannot coach the teachers using the coaching model.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Is vaguely familiar with the coaching model (planning, demonstrating, providing feedback) and poorly utilizes it with the teachers at the school site.</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.</li> <li>Meets with teachers on a regular basis to provide feedback on the lessons observed.</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Utilizes and makes improvements to the coaching model to ensure that each teacher's individual needs are being addressed during the process of assistance.</li> <li>Develops schedule to meet with teachers on a weekly basis to provide feedback on the effective utilization of new strategies in the lessons observed.</li> </ul>                                             |

| Domains & Indicators                                                                                                             | Unsatisfactory<br>1                                                                                                                                                                                                                                                                                                                                                        | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                                                                                                                                                                          | Effective<br>3                                                                                                                                                                                                                                                                                                                                                                                         | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>C. Assistance for Instruction and Assessment</b>                                                                              |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| C.3<br>Facilitates the integration of reading skills, effective teaching strategies, and technology into the reading classrooms. | <ul style="list-style-type: none"> <li>Does not effectively facilitate the integration of reading skills and strategies into the reading classrooms.</li> <li>Does not facilitate the integration of technology into reading classrooms.</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>Seldom facilitates the integration of reading skills and effective teaching strategies into the reading classrooms.</li> <li>Seldom facilitates the integration of technology into the reading classrooms.</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Works with teachers to facilitate the integration of reading skills and effective teaching practices into the reading classrooms.</li> <li>Assists teachers in integrating technology to support student learning in reading classrooms.</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Works with teachers to plan and integrate reading skills and effective teaching practices into the reading classrooms.</li> <li>Assists teachers in integrating and utilizing technology to support student learning in reading classrooms.</li> <li>Provides training to colleagues on integrating reading strategies and technology into the reading classrooms.</li> </ul>                                                                            |
| C.4<br>Assists teachers in analyzing student assessment data to identify gaps in students' knowledge of the content area.        | <ul style="list-style-type: none"> <li>Does not care that the teacher does not recognize or identify gaps in student learning.</li> <li>Blames students' socio-economic status on lack of ability and motivation.</li> <li>Demonstrates no interest in utilizing the Multi-Tiered System of supports (MTSS) process and does not follow the three-step process.</li> </ul> | <ul style="list-style-type: none"> <li>Does not realize that the teacher utilizes minimal data and resources to identify student gaps in learning and can make subjective, sometimes unfounded, conclusions when students are unsuccessful.</li> <li>Does not expand teacher's limited knowledge base of the MTSS process and does not follow the three-step process with fidelity.</li> </ul> | <ul style="list-style-type: none"> <li>Shows the teacher how to utilize a variety of appropriate assessments to identify student learning gaps; makes adjustments to instruction as necessary.</li> <li>Follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity.</li> <li>Regularly communicates student learning concerns with team members.</li> </ul> | <ul style="list-style-type: none"> <li>Ensures that the teacher utilizes multiple assessments to determine understanding and identify gaps in knowledge. Based on results, immediate changes and adjustments to instruction, curriculum and program structure are apparent.</li> <li>Shares information with colleagues and leads the discussion to formulate a plan to close the gaps.</li> <li>Contributes to the school's overall effectiveness by modeling the process to staff.</li> </ul> |





| Performance Levels/Criteria                                                                                                                                                                                             |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |
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| Domains & Indicators                                                                                                                                                                                                    | Unsatisfactory<br>1                                                                                                                                                                                                                                        | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                                         | Effective<br>3                                                                                                                                                                                                                                              | Highly Effective<br>4                                                                                                                                                                                                                                                                    |
| <b>D. Staff Development</b>                                                                                                                                                                                             |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |
| <b>D.1</b><br>Participates in professional development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.                             | <ul style="list-style-type: none"> <li>Never participates in professional development/</li> <li>Does not/cannot share content of professional development with school-site personnel and administration.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Seldom participates in professional development and rarely shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.</li> </ul>                 | <ul style="list-style-type: none"> <li>Participates in professional development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.</li> </ul>                             | <ul style="list-style-type: none"> <li>Frequently participates in and designs professional development sessions in order to share the content with school-site personnel and administrators.</li> </ul>                                                                                  |
| <b>D.2</b><br>Works as a curriculum and instructional leader on the school's leadership team and school improvement committee.                                                                                          | <ul style="list-style-type: none"> <li>Demonstrates no worth as a curriculum and instructional leader on the school's leadership team and school improvement committee.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Is ineffective in working as a curriculum and instructional leader on the school's leadership team and school improvement committee.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Works as a curriculum and instructional leader on the school's school improvement committee.</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Works effectively as a curriculum and instructional leader on the school's leadership team and school improvement committee.</li> <li>Continuously innovates the process of school improvement.</li> </ul>                                        |
| <b>D.3</b><br>Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators. | <ul style="list-style-type: none"> <li>Is oblivious to the current legislation, regulations, policies and procedures related to curriculum and instructional technology and cannot disseminate this information to teachers and administrators.</li> </ul> | <ul style="list-style-type: none"> <li>Is vaguely familiar with the current legislation, regulations, policies and procedures related to curriculum and instructional technology and disseminates this information to teachers and administrators.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators.</li> </ul> | <ul style="list-style-type: none"> <li>Possesses up-to-date knowledge of current legislation, policies and procedures related to curriculum and instructional technology and disseminates this information to teachers and administrators in an easily comprehensible manner.</li> </ul> |

| Performance Levels/Criteria                                                                                               |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Domains & Indicators                                                                                                      | Unsatisfactory<br>1                                                                                                                                                                                                                     | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                | Effective<br>3                                                                                                                                                                                                                                                                                                                    | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>E. Continuous Professional Improvement</b>                                                                             |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>E.1</b><br>Engages in professional development activities consistent with his/her goals and those of the school.       | <ul style="list-style-type: none"> <li>Participates in professional development activities only as required and when convenient.</li> <li>Provides little or no evidence of skill development outside of the school setting.</li> </ul> | <ul style="list-style-type: none"> <li>Attends professional development activities but seldom integrates new techniques and strategies into practices.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Participates in professional development activities to enhance content knowledge and pedagogical skills.</li> <li>Incorporates the information learned into the classroom setting, as appropriate.</li> <li>Professional development is aligned to school goals and objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Actively participates in professional development activities that will contribute to the professional growth and support the school's goals and objectives for student success.</li> <li>Takes a leadership role in planning and supporting professional development activities as part of continuous improvement for self and colleagues.</li> </ul>                  |
| <b>E.2</b><br>Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. | <ul style="list-style-type: none"> <li>Employee does not set professional goals.</li> <li>Rarely participates in professional development or participates only when required or necessary for recertification.</li> </ul>               | <ul style="list-style-type: none"> <li>Employee sets only minimal professional goals.</li> <li>Selects and participates in professional development opportunities that lack relevance to student success.</li> </ul> | <ul style="list-style-type: none"> <li>Develops professional goals for continuous professional development.</li> <li>Seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom.</li> <li>Uses research to improve instruction.</li> </ul>                                            | <ul style="list-style-type: none"> <li>Sets meaningful short and long-term personal and professional goals relating to continuous professional development.</li> <li>Actively pursues professional development and uses the gained knowledge and skills to promote student learning.</li> <li>Makes substantial contributions to the profession through mentoring, research and/or training roles.</li> </ul> |

| Domains & Indicators                                                                                                                                                                          | Unsatisfactory<br>1                                                                                                                                                               | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                     | Effective<br>3                                                                                                                                                                                                                                                                                                              | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>E. Continuous Professional Improvement</b>                                                                                                                                                 |                                                                                                                                                                                   |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| E.3<br>Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. | <ul style="list-style-type: none"> <li>Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by the employee.</li> </ul> | <ul style="list-style-type: none"> <li>Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by the employee.</li> </ul>                                              | <ul style="list-style-type: none"> <li>Systematic process and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by the employee in order to improve lessons.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Systematic process and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by the employee to adjust planning to improve the effectiveness of the lessons and programs.</li> </ul>                                                                                                                                                                       |
| E.4<br>Collaborates with parents, colleagues and the community to support student learning.                                                                                                   | <ul style="list-style-type: none"> <li>Seldom or never collaborates with parents, colleagues, and the community to support student learning.</li> </ul>                           | <ul style="list-style-type: none"> <li>Often works in isolation, and rarely collaborates with parents and the community to support learning.</li> <li>Only participates in collegial activities when required.</li> </ul> | <ul style="list-style-type: none"> <li>Collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on student needs.</li> <li>Works with peers to align instruction to the School Improvement Plan (SIP) to promote continuous improvement of student learning.</li> </ul> | <ul style="list-style-type: none"> <li>Frequently collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on student needs.</li> <li>Works with peers, on a regular basis, to align instruction to the School Improvement Plan to promote continuous improvement of student learning.</li> <li>Actively supports and encourages collaboration among all stakeholders to promote student learning.</li> </ul> |



| Domains & Indicators                                                                                                                                                  | Unsatisfactory<br>1                                                                                                                                                                                       | Needs Improvement/<br>Developing<br>2                                                                                                                                                                           | Effective<br>3                                                                                                                                                                                                                                                     | Highly Effective<br>4                                                                                                                                                                                                                                                                       |
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| <b>E. Continuous Professional Improvement</b><br><br>E.5<br>Implements knowledge and skills learned in professional development in the teaching and learning process. | <ul style="list-style-type: none"> <li>There is no evidence that the professional reviews the current literature and research or is knowledgeable of current topics related to the profession.</li> </ul> | <ul style="list-style-type: none"> <li>The professional is aware of research to improve instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students.</li> </ul> | <ul style="list-style-type: none"> <li>The professional regularly reviews the current literature and research both independently and in collaboration with peers. Incorporates the research in the classroom as appropriate and beneficial to students.</li> </ul> | <ul style="list-style-type: none"> <li>The professional seeks out research to improve instruction and shares current research with colleagues.</li> <li>Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching practices.</li> </ul> |

| Performance Levels/Criteria                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                            |
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| Domains & Indicators                                                                                                                                                                                                          | Unsatisfactory<br>1                                                                                                                                                                                                                                                                                                                                                                      | Needs Improvement/<br>Developing<br>2                                                                                                                                                                                                                           | Effective<br>3                                                                                                                                                                                                                                                                                                                                   | Highly Effective<br>4                                                                                                                                                                                                                                                                                                                                                                      |
| <b>F. Professional Responsibility and Ethical Conduct</b>                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>F.1</b><br>Adheres to established laws, policies, rules and regulations.                                                                                                                                                   | <ul style="list-style-type: none"> <li>There is little evidence that the employee is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system.</li> <li>Employee has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.</li> </ul> | <ul style="list-style-type: none"> <li>The employee complies with school policy and procedure most of the time.</li> <li>Demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.</li> </ul> | <ul style="list-style-type: none"> <li>The employee adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system.</li> <li>Employee upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system.</li> <li>Employee models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i>, and encourages others to do the same.</li> </ul> |
| <b>F.2</b><br>Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community. | <ul style="list-style-type: none"> <li>Behavior is not consistent with the professional demeanor of instructional personnel.</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Maintains a professional demeanor most of the time.</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>Maintains a professional demeanor during and after school hours.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Consistently demonstrates a professional demeanor in all settings and encourages others to do the same.</li> <li>Models professional interaction with students, parents and the community.</li> </ul>                                                                                                                                               |