

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

PRIDE RUBRIC – NON-CLASSROOM INSTRUCTIONAL

| DOMAIN I. CREATING A CULTURE FOR LEARNING | | | | |
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| <i>The Non-Classroom Instructor (NCI) creates a culture for learning through building positive relationships with students and/or instructional staff. This organized safe learning environment encourages high expectations for all students and instructional staff and allows them to feel respected and valued.</i> | | | | |
| COMPETENCY | INDICATORS | | | |
| | Unsatisfactory 0 | Developing/Needs Improvement 1 | Effective 2 | Highly Effective 3 |
| I.1. Establishing High Expectations for Learning and Work | There is little or no evidence that NCI communicates expectations for performance. There is little or no effort to celebrate or recognize success. NCI makes excuses for poor performance of self and/or others. | NCI inconsistently uses praise strategically to motivate others to the highest level of performance. NCI accepts completion of work regardless of quality. | NCI communicates high expectations for performance most of the time. NCI emphasizes accuracy and quality most of the time. | NCI consistently communicates high expectations for all work. NCI emphasizes accuracy, quality, and encourages others to take pride in their work and the work of others. |
| I.2. Creating an Environment of Respect and Rapport | There is limited or no evidence that the NCI honors the cultural and developmental differences of others. NCI's interactions with others are negative, demeaning, sarcastic and/or inappropriate. NCI tolerates student and/or staff interactions characterized by conflict, sarcasm, and put-downs. | NCI inconsistently holds others accountable for respectful behavior and/or an appreciation of diversity. | NCI models tolerance for all students and/or staff and holds them responsible for respectful behavior most of the time. NCI honors the cultural and developmental differences among students, parents, and/or staff most of the time. | NCI consistently models tolerance for all students and/or staff and holds them responsible for respectful behavior. NCI honors the cultural and developmental differences among students, parents, and/or staff. NCI consistently uses resources that reflect diversity in practice and/or product. |
| I.3. Organizing the Physical Environment | NCI makes inadequate use of the physical environment. | NCI inconsistently arranges for the physical environment to be safe and accessible. However, the arrangement does not facilitate the learning/professional activities. | NCI arranges for the physical environment to be safe and accessible. The arrangement facilitates the learning/professional activities most of the time. | NCI consistently arranges the physical environment to facilitate learning/professional activities. |
| I.4. Managing Procedures in the Professional Setting | NCI has limited or no procedures to ensure effective professional practices. | NCI establishes professional procedures but applies them inconsistently. | NCI establishes effective professional procedures and applies them most of the time. | NCI consistently applies effective professional procedures. |
| I.5. Managing Participant Behavior | NCI has limited or no standards for conduct. Participant behavior is not monitored and NCI is unaware of what the participants are doing. | NCI has established rules and consequences; however, standards for conduct are inconsistently monitored and enforced. | NCI monitors behavior based on standards for participant conduct. NCI is direct, specific, and consistent in communicating and enforcing high standards most of the time. | NCI consistently monitors behavior based on standards for participant conduct. NCI is direct, specific, and consistent in communicating and enforcing high standards. NCI maintains positive relationships with participants. |
| I.6. Modeling Oral and Written Communication Skills | NCI's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving participants confused. | NCI's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to participants' ages or backgrounds. | NCI's spoken and written language is clear and correct. Vocabulary is appropriate to participants' ages and interests. | NCI's spoken and written language is clear and correct and expressive, with well-chosen vocabulary that enriches the presentation. |

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| DOMAIN II. PLANNING FOR SUCCESS | | | | |
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| <i>The Non-Classroom Instructor (NCI) demonstrates a deep knowledge of professional practices; aligns professional objectives and learner outcomes with approved program, and uses data to assess programmatic and individual needs. The NCI also plans appropriate assessments and uses time effectively.</i> | | | | |
| COMPETENCY | INDICATORS | | | |
| | Unsatisfactory 0 | Developing/Needs Improvement 1 | Effective 2 | Highly Effective 3 |
| II.1. Demonstrating Knowledge of Current Trends in Program Area and Professional Practice | NCI demonstrates limited understanding and/or application of current trends and professional practices. | NCI demonstrates basic understanding of current trends and professional practices. However, it is inconsistently applied to professional practice. | NCI demonstrates understanding of current trends and professional practices and applies them in their area of expertise most of the time. | NCI demonstrates understanding of current trends and professional practices and applies them in their area of expertise. |
| II.2. Aligning Program Objectives to School/District Goals. | NCI's program consists of a random selection of unrelated objectives/ activities lacking coherence or an overall structure. | NCI's plan has a guiding principle and includes a number of worthwhile objectives/activities, but most of them are not aligned with specific school/district goals or based on assessed needs. | NCI's plan has a guiding principle and includes some objectives and activities that are aligned with school/district goals and some that are based on assessed needs. | NCI has developed a plan that includes professional objectives and activities that are aligned with assessed needs and school/district goals. |
| II.3. Using Data to Attend to Individual Needs | NCI rarely bases professional practice decisions on student learning data and/or assessed needs. | NCI inconsistently uses basic data to adjust professional practices and goals. Professional decisions for addressing individual differences and needs are not evident. | NCI uses data and identifies gaps to adjust professional practices and goals most of the time. Professional decisions for addressing individual differences and needs are sometimes evident. | NCI continually analyzes data and identifies gaps to adjust programs and practices. Assessment data is used in collaboration with colleagues to ensure best professional practices. NCI uses data to address individual student/learner needs. |
| II.4. Planning Formative and Summative Assessments | NCI rarely plans for assessment prior to program/services. Assessments rarely measure progress toward goal. | NCI inconsistently plans and uses one or two appropriate methods of assessment. | NCI plans and uses multiple appropriate methods of assessment on an ongoing basis to measure program/service effectiveness most of the time. | NCI plans and uses multiple appropriate methods of assessment on an ongoing basis to measure program/service effectiveness. |
| II.5. Determining Strategies for Meaningful/ Coherent Delivery of Services | NCI rarely connects learning/program activities with prior knowledge, and/or learning activities are rarely appropriate. | NCI's planned activities inconsistently support the program/service goals and objectives. NCI makes content and expectations clear only after learners/participants express confusion. | NCI's plans activities that support the program/service goals and objectives most of the time. NCI makes content and expectations clear. | NCI plans activities that build on prior learning/progress and align with needs in a coherent progression. NCI responds appropriately to individual needs. |
| II.6. Using Time Effectively | NCI inadequately plans for time management. NCI's routines and procedures (e.g. handling materials and scheduling) are either non existent or inefficient, resulting in significant loss of effectiveness. | NCI has established routines and procedures but inconsistently follows them. Activities are often rushed or too long. | NCI has established routines and procedures. There is evidence of effective preparation and time on task is maximized most of the time. | NCI plans routines which are well organized and clearly communicated so that all participants understand them. Activities provide for smooth transitions and optimum use of time on task. |

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DOMAIN III. INSTRUCTING AND ASSESSING FOR PARTICIPANT ACHIEVEMENT

The Non-Classroom Instructor (NCI) uses a variety of strategies to engage participants in learning. The activity is varied by utilizing technology, quality questioning, and discussions. The NCI creates opportunities for learners to monitor their own performance while making adjustments in the activity in order to enhance achievement.

| COMPETENCY | INDICATORS | | | |
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| | Unsatisfactory 0 | Developing/Needs Improvement 1 | Effective 2 | Highly Effective 3 |
| III.1. Engaging Participants | NCI rarely plans for the active engagement of all participants. NCI allows personal or participant off-task behavior. Pacing is hurried or slow. | NCI plans activities that call for passive participation therefore participant engagement is low. NCI allows off-task behaviors. Appropriate pacing of the activity is inconsistent. | NCI plans activities that call for passive and active participation. Pacing of the activity is appropriate for most participants. | NCI implements plans for participants to actively access, process and communicate information in ways that indicate they are on task and actively engaged. NCI uses technology effectively to engage participants. Pacing of the activity is appropriate for all participants. |
| III.2. Varying Content to Meet Participant Needs | NCI's pacing and level of the activity rarely allows for individual needs. | NCI recognizes some individual needs but inconsistently develops appropriate activities or varies content effectively. | NCI recognizes group and individual needs and develops appropriate activities and varies content most of the time. | NCI recognizes group and individual needs and develops appropriate activities and varies content effectively. Opportunities are provided for participants to select activities based on learning styles, needs, abilities, and/or interest. |
| III.3. Using Quality Questions and Discussion | NCI makes inadequate use of questioning techniques. NCI asks predominately low-order questions. NCI rarely provides wait time and allows unison response. NCI rarely provides opportunities for discussion. | NCI questions are predominately low-order and invite little response. NCI inconsistently permits wait time and allows unison response. NCI inconsistently attempts to engage participants. | NCI asks high and low order questions. NCI provides wait time and requires specific response. NCI uses questions and feedback to help direct the activity and check for understanding most of the time. NCI provides opportunity for participant interaction or discussion most of the time. | NCI directs high and low order questions individually to the appropriate participant to introduce, extend and/or reinforce the activity. NCI uses questions and feedback to help direct the activity and check for understanding. |
| III.4. Adjusting and Monitoring Activity to Enhance Achievement and Reach Mastery | NCI rigidly adheres to planned activities. Rarely adapts or revises activity based on needs. NCI denies responsibility for participants who are having difficulty. | NCI inconsistently plans formative assessments and may make adjustments erroneously. NCI does not vary the methods of assessment. NCI has limited knowledge of ways to support struggling learners/participants. | NCI plans and uses formative assessments and makes adjustments most of the time. | NCI adjusts activity/program based on individual performance. NCI exchanges feedback with participants so they can increase their skills. NCI is persistent in supporting struggling participants to reach goal(s). |
| III.5. Developing Interventions and/or Locating Resources to Increase Student Achievement and Meet Goals | NCI rarely plans and mismatches interventions/fails to locate resources indicated by the findings of student/participant assessment results. | NCI inconsistently plans interventions/resources that are partially suitable or inconsistently aligned with identified needs. NCI provides limited opportunities to collect information about participant learning. | NCI plans a variety of interventions/resources that are suitable and aligned with identified needs most of the time. | NCI plans a variety of effective interventions/resources that are suitable and aligned with identified needs. |
| III.6. Using Technology To Support Learning | NCI rarely uses technology as required by job responsibilities. | NCI inconsistently uses technology in the delivery of services/instruction as required by job responsibilities. NCI relies on others (e.g. lab teacher, technology coach) to get technology into the hands of the students/participants (as appropriate). | NCI uses technology in the delivery of services/instruction. NCI's activity plans make use of district provided technology resources most of the time. NCI uses technology to access student data. | NCI's activity plans make use of district provided technology resources. Instruction/program planning reflects innovative strategies integrating technology. NCI facilitates the use of technology by participants as appropriate. NCI uses technology to access and communicate student data. |

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| DOMAIN IV. COMMUNICATING PROFESSIONAL COMMITMENT | | | | |
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| <i>The Non-Classroom Instructor (NCI) takes responsibility for his/her professional development in support of school and district initiatives/goals. The NCI works collaboratively with colleagues to enhance student performance and develops positive relationships with family and community.</i> | | | | |
| COMPETENCY | INDICATORS | | | |
| | Unsatisfactory 0 | Developing/Needs Improvement 1 | Effective 2 | Highly Effective 3 |
| IV.1. Complying with and Implementing all Federal and State laws, as well as District Policies and Procedures | NCI performance may indicate disciplinary concern(s). | NCI inconsistently complies with and implements Federal and State law, as well as District policies and procedures relating to the education and well-being of all students. | NCI complies fully with and implements Federal and State law, as well as District policies and procedures relating to the education and well-being of all students. | NCI takes a leadership role at the department, school and/or district level in planning and supporting initiatives/ activities that implement Federal and State law, as well as District policies and procedures. |
| IV.2. Taking Responsibility for Professional Development <ul style="list-style-type: none"> • IPDP written • IPDP reviewed, monitored and evaluated by teacher and administrator | NCI performance may indicate disciplinary concern(s). | NCI attends only mandated staff development and does not integrate professional learning into practice and program area. | NCI attends mandated staff development and integrates professional learning into practice and program area most of the time. | NCI attends mandated and additional staff development regularly. NCI integrates professional learning into practice and program area. NCI refines and assesses effectiveness of strategies in terms of student achievement. |
| IV.3. Collaborating with Colleagues for Student Progress | NCI performance may indicate disciplinary concern(s). | NCI works in isolation and only participates in collegial activities when required. | NCI contributes to collegial interactions focused on student achievement and well-being. | NCI initiates collegial interactions focused on student achievement and well-being. NCI demonstrates leadership among team, school and department staff to address student needs |
| IV.4. Developing Positive Relationships with Families and Community | NCI performance may indicate disciplinary concern(s). | NCI provides little or no information and/or rarely responds to family/community. NCI handles family/community concerns unprofessionally. | NCI maintains timely system(s) for communication with families regarding student progress and/or programs on a regular basis. NCI appropriately responds to family/ community concerns. | NCI collaborates with families to address student progress and needs. NCI responses to family concerns are handled with sensitivity. NCI builds positive relationships with families and community focused on student achievement and well-being. |

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