

Domain 1: Classroom Strategies and Behaviors

*Segments Involving Routine Events (5 elements)*

**Element 1: Providing Rigorous Learning Goals and Performance Scales (Rubrics)**

*\*The teacher provides rigorous learning goals or targets, both of which are embedded in a performance scale that includes application of knowledge.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher has a learning goal or target posted for student reference.	Students can explain the learning goal for the lesson.
The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.	Students can explain how their current activities relate to the learning goal.
Teacher makes reference to the learning goal throughout the lesson.	Students can explain the meaning of the levels of performance from simple to complex.
Teacher has a scale or rubric that builds a progression of knowledge from simple to complex.	Student artifacts demonstrate students know the learning goals or target.
Teacher has goals or targets at the appropriate level of rigor.	

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which all the students understand the learning goal and/or targets and levels of performance.	Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance, but the majority of the students are either not monitored or displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

**Element 2: Tracking Student Progress**

*\*The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher helps students track their individual progress on the learning goal.	Students can describe their status relative to the learning goal using the scale or rubric.
Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal.	Students systematically update their status on the learning goal.
Teacher uses formal and informal means to assign scores to students.	Students take some responsibility for providing evidence in reference to their progress on the scale.
Teacher charts the progress of the entire class on the learning goal.	Artifacts and data support that students are making progress toward a learning goal.

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors for evidence of the extent to which all students understand their level of performance.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors the extent to which a majority of the students understand their level of performance.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 3: Celebrating Success

*\*The teacher provides students with recognition of their current status and their knowledge relative to the learning goal.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher acknowledges students who have achieved a certain score on the scale or rubric.	Students show signs of pride regarding their accomplishments in the class.
Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.	When asked, students say they want to continue to make progress.
Teacher acknowledges and celebrates the final status and progress of the entire class.	
Teacher uses a variety of ways to celebrate success, such as (1) show of hands, (2) certification of success, (3) parent notification and (4) round of applause.	

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which all students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of the students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

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### Element 4: Establishing and Maintaining Classroom Rules and Procedures

*\*The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.*

Teacher Evidence	Student Evidence
Teachers involves students in designing classroom routines and procedures.	Students follow clear routines during class.
Teacher uses classroom meeting to review and process rules and procedures.	Students can describe established rules and procedures.
Teacher reminds students of rules and procedures.	Students describe the classroom as an orderly place.
Teacher asks students to restate or explain rules and procedures.	Students regulate their own behavior.
Teacher provides cues or signals when a rule or procedure should be used.	
Teacher focuses on procedures for students working individually or in small groups.	

Innovating	Applying	Developing	Not Using
Establishes expectations regarding rules and procedures and monitors for the extent to which all students understand rules and procedures.	Establishes expectations regarding rules and procedures and monitors for the extent to which the majority of students understand the rules and procedures.	Establishes expectations regarding rules and procedures but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 5: Organizing the Physical Layout of the classroom

*\*The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.*

Teacher Evidence	Student Evidence
The physical layout of the classroom has clear traffic patterns.	Students move easily about the classroom.
The physical layout of the classroom provides easy access to materials and centers.	Students make use of materials and learning centers.
The classroom is decorated in a way that enhances student learning, including (1) bulletin boards that relate to current content and (2) student work on display.	Students attend to examples of their work that are displayed.
	Students attend to information on the bulletin boards.
	Students can easily focus on instruction.
	Students can easily access technology.
	Transition time is minimized due to layout of classroom.

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Organizes the physical layout of the classroom to facilitate movement and support learning and monitors for evidence of the extent to which all students have easy access to materials in an environment that supports learning.	Organizes the physical layout of the classroom to facilitate movement and support on learning and monitors the extent to which the majority of students have access to materials in an environment that supports learning.	Organizes the physical layout of the classroom to facilitate movement and support on learning, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

*Segments Addressing Content: (10 Elements)*

**Element 6: Identifying Critical Content**

*\*The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to a deeper understanding of the content.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher highlights critical content that portrays a clear progression of information related to standards and goals.	Students can describe the level of importance of the information presented in class and can explain why it is important to pay attention to the content.
Teacher identifies differences between the critical and non-critical content.	Formative data show students attend to the critical content (e.g. questioning, artifacts).
Teacher cues the importance of upcoming information in some indirect fashion, using (1) tone of voice, (2) body position, or (3) level of excitement.	
Teacher integrates cross curricular connections to content.	

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Signals to students critical versus non-critical content and portrays a clear progression of information and monitors for evidence of the extent to which all students are attending to critical versus non-critical content.	Signals to students critical versus non-critical content and portrays a clear progression of information and monitors for evidence of the extent to which the majority of students are attending to critical versus non-critical content.	Signals to students critical versus non-critical content and portrays a clear progression of information, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

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### Element 7: Organizing Students to Interact with New Content

*\*The teacher organizes students into appropriate groups to facilitate the processing of new content.*

Teacher Evidence	Student Evidence
Teacher has established routines for student grouping and student interaction for the express purpose of processing new content.	Students move and work within groups with an organized purpose.
Teacher provides guidance on one or more conative skills: (1) Becoming aware of the power of interpretations (2) Avoiding negative thinking (3) Taking various perspectives (4) Interacting responsibly (5) Handling controversy and conflict resolution	Students understand expectations about appropriate behavior in groups in that they (1) have an awareness of the power of interpretations, (2) avoid negative thinking, (3) take various perspectives, (4) interact responsibly, (5) appear to know how to handle controversy and conflict resolution, (6) actively ask and answer questions about the content, (7) add their perspectives to discussions and, (8) attend to the cognitive skill(s).
Teacher organizes students into ad hoc groups for the lesson.	
Teacher provides guidance on one or more cognitive skills appropriate for the lesson.	

Innovating	Applying	Developing	Not Using
Organizes students into appropriate groups to facilitate the processing of new content and monitors for evidence of the extent to which all students process in groups.	Organizes students into appropriate groups to facilitate the processing of new content and monitors for evidence of the extent to which the majority of students process in groups.	Organizes student into appropriate groups to facilitate the processing of new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 8: Previewing New Content

*\*The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.*

Teacher Evidence	Student Evidence
Teacher uses preview questions before reading.	When asked, student can explain linkages with prior knowledge.
Teacher uses K-W-L strategy or a variation of it.	When asked, students make predictions about upcoming content.
Teacher provides an advanced organizer, such as an outline or graphic organizer.	When asked, students can provide a purpose for what they are about to learn.
Teacher has students brainstorm.	Students cognitively engage in previewing activities.

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Teacher uses an anticipation guide.	Students can identify basic relationships between prior content and upcoming content.
Teacher uses a motivational hook or launching activity such as presenting anecdotes or a short selection from a video.	Students can explain how prior standards or new goals link to the new content.
Teacher uses a word splash activity to connect vocabulary to upcoming content.	
When necessary, the teacher reteaches basic information or skills.	
Teacher uses digital resources to help students make linkages.	
Teacher uses strategies associated with a flipped classroom.	

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors for evidence of the extent to which all students access prior knowledge and analyze new content.	Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors for evidence of the extent to which the majority of students access prior knowledge and analyze new content.	Engages students in previewing activities that require students to access prior knowledge and analyze new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 9: Chunking Content into “Digestible Bites”

*\* The teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students to generate a clear conclusion.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
During a verbal presentation, the teacher stops at strategic points.	Students can explain why the teacher is stopping at various points.
While utilizing multi-media, the teacher stops at strategic points.	Students appear to know what is expected of them when the teacher stops at strategic points.
While providing a demonstration, the teacher stops at strategic points.	Students can explain clear conclusions about chunks of content.
While students are reading information or stories orally as a class, the teacher stops at strategic points.	
Teacher uses appropriate questioning to determine if content chunks are appropriate.	
Teacher uses formative data to break content into appropriate chunks.	

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which the chunks are appropriate for all students.	Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which the chunks are appropriate for a majority of students.	Breaks input experiences into small chunks based on student needs, but a majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 10: Helping Students Process New Content

*\*The teacher systematically engages student groups in processing and generating conclusions about new content.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher employs formal group processing strategies like jigsaw, reciprocal teaching, and concept attainment.	Students can explain what they have just learned.
Teacher uses informal strategies to engage group members in actively processing by using predictions, associations, paraphrasing, verbal summarizing, and questioning.	Students volunteer predictions.
Teacher facilitates group members in generating conclusions.	Students voluntarily ask clarification questions.
	Groups are actively discussing the content (1) Group member ask each other and answer questions about the information. (2) Group members make predictions about what they expect next.
	Students generate conclusions about the new content.
	Students can verbally summarize or restate the new information.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Engages student groups in processing new content to generate conclusions and monitors for the extent to which the processing enhances student understanding for all students.	Engages student groups in processing new content to generate conclusions and monitors for the extent to which the processing enhances student understanding for the majority of students.	Engages student groups in processing new content to generate conclusions, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

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### Element 14: Reviewing Content

*\*The teacher engages students in a brief review of content that highlights the cumulative nature of the content.*

Teacher Evidence	Student Evidence
Teacher begins the lesson with a brief review of content.	Students can describe the previous content on which new lesson is based.
Teacher uses specific strategies to review information, including (1) summaries, (2) problems that must be solved using previous information, (3) questions that require a review of content, (4) demonstration, (5) brief practice test or exercise, and (6) warm up activity.	Student responses to class activities indicate that they recall previous content with artifacts, pretests, and warm up activities.
When necessary, the teacher reteaches basic information or skills.	

Innovating	Applying	Developing	Not Using
Engages students in a brief review that highlights the cumulative nature of the content and monitors for evidence of the extent to which all students can recall critical content.	Engages students in a brief review that highlights the cumulative nature of the content and monitors for evidence of the extent to which the majority of students can recall critical content.	Engages students in a brief review that highlights the cumulative nature of the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 15: Organizing Students to Practice and Deepen Knowledge

*\*The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.*

Teacher Evidence	Student Evidence
Teacher organizes students into groups with the expressed idea of deepening their knowledge of content.	Students explain how the group work supports their learning.
Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process.	While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process: (1) Students actively ask and answer questions about the content, and (2) students add their perspective to discussions.
Teacher provides guidance regarding group interactions.	Students move and work within groups with an organized purpose.
Teacher provides guidance on one or more conative skills, (1) becoming aware of the power of interpretations, (2) avoiding negative thinking, (3) taking various perspectives, (4) interacting	Students express conative skills, (1) awareness of the power of interpretations, (2) avoid negative thinking, (3) take various perspectives, (4) interact responsibly, and (5) handle controversy and conflict resolution.

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responsibly, and (5) handling controversy and conflict resolution.	
Teacher provides guidance on one or more cognitive skills appropriate for the lesson.	Students attend to the cognitive skill (s).

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work extends the learning of all students.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work extends the learning of the majority of students.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

**Element 17: Helping Students Examine Similarities and Differences.**

*\*When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher engages students in activities that require students to examine similarities and differences, such as (1) comparison activities, (2) classifying activities, (3) analogy activities, and (4) metaphor activities. 5) identifying basic relationships between ideas that deepen knowledge and, (6) generating and manipulating mental images that deepen knowledge.	Students can create analogies and/or metaphors that reflect their depth of understanding.
Teacher asks students to summarize what they have learned from the activity.	Student comparison and classification activities reflect their depth of understanding.
Teacher asks students to linguistically and non-linguistically represent similarities and differences.	Student artifacts indicate that student knowledge has been extended as a result of the activity.
Teacher asks students to explain how the activity has added to their understanding.	Student responses indicate that they have deepened their understanding.
Teacher asks students to draw conclusions after the examination of similarities and differences.	Students can present evidence to support their explanation of similarities and differences.
Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences.	Students navigate digital resources to find credible and relevant information to support similarities and differences.

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Engages students in activities that require them to examine similarities and differences related to content and monitors for evidence of the extent to which it deepens understanding for all students.	Engages students in activities that require them to examine similarities and differences related to content and monitors for evidence of the extent to which it deepens understanding for the majority of students.	Engages students in activities that require them to examine similarities and differences related to content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 18: Helping Students Examine Errors in Reasoning

*\*The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher asks students to examine information for errors or informal fallacies in content or in their own reasoning such as (1) faulty logic, (2) attacks, (3) weak reference and (4) misinformation.	Students can describe errors or informal fallacies in content.
Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning by evaluating (1) clarity of the claim statement, (2) evidence for the claim presented and (3) qualifiers presented showing exceptions to the claim.	Student can explain the overall structure of an argument presented to support a claim.
Teacher asks students to examine logic of errors in procedural knowledge.	Student artifacts indicate students can identify errors in reasoning or make and support a claim.
Teacher asks students to analyze errors to identify more efficient ways to execute processes.	Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning.
Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning.	Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives.
Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives.	

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which it deepens the understanding for all students.	Engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which it deepens the understanding for the majority of students.	Engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 19: Helping students Practice Skills, Strategies and Processes

*\*When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process, utilizing either (1) guided practice if students cannot perform the skill, strategy, or process independently, or (2) independent practice if students can perform the skill strategy, or process independently.	Students perform the skill, strategy, or process with increased confidence.
Teacher guides students to generate and manipulate mental models for skills, strategies, and processes.	Students perform the skill, strategy, or process with increased competence.
Teacher employs “worked examples.”	Student artifacts or formative data show fluency and accuracy is increasing.
Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes.	Students can explain mental models.
Teacher models the skill, strategy or process.	

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which it increases fluency or deepens understanding for all students.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which it increases fluency or deepens understanding for the majority of students.	When content involves a skill, strategy or process, engages students in practice activities but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

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*Segments Enacted on the Spot (12 elements)*

**Element 24: Noticing When Students are Not Engaged**

*\*The teacher scans the room, and notices when students are not paying attention or cognitively engaged and takes overt action.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher notices when specific students or groups of students are not paying attention or cognitively engaged.	Students appear aware of the fact that the teacher is taking note of their level of engagement.
Teacher notices when the energy level in the room is low or students are not participating.	Students try to increase their level of engagement when the teacher uses engagement strategies.
Teacher takes action or uses specific strategies to re-engage students.	Students explain that the teacher expects high levels of engagement.
	Students report that the teacher notices when students are not engaged.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Scans the room and notices when students are not engaged and takes action and monitors for evidence of the extent to which all students re-engage.	Scans the room and notices when students are not engaged and takes action and monitors for evidence of the extent to which the majority of students re-engage.	Scans the room and notices when students are not engaged and takes action, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

**Element 25: Using Academic Games**

*\*The teacher uses academic games to cognitively engage or re-engage students.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher uses academic games that focus on or reinforce important concepts.	Students engage in the games with some enthusiasm.
Teacher uses academic games that create generalizations or test principles.	Students can explain how the games keep their interest and help them learn or remember content.
Teacher uses structured, inconsequential competition games such as Jeopardy or Family Feud.	Students appear to take various perspectives when engaged in academic games.
Teacher develops impromptu games such as making a game out of which answer might be correct for a given question.	Students interact responsibly during academic games.
Teacher uses friendly competition along with classroom games.	Students handle controversy and conflict during academic games.
Teacher develops conative skills during academic games such as taking various perspectives,	

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interacting responsibly, and handling controversy and conflict.	
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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Uses academic games to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses academic games to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.	Uses academic games to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

**Element 26: Managing Response Rates**

*\*The teacher uses response-rate techniques to maintain student engagement through questioning processes.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher uses appropriate wait time.	Multiple students or the entire class respond to questions the teacher poses.
Teacher uses a variety of activities that require all student to respond such as response cards, hand signals, choral responses.	Students can describe their thinking about specific questions the teacher poses.
Teacher uses technology to keep track of students' responses.	Students engage or re-engage in response to teacher's use of questioning techniques.
Teacher use response chaining.	
Teacher increases response rates by requiring students to back up responses with evidence.	

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Uses response rate techniques to maintain student engagement through questioning processes and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses response rate techniques to maintain student engagement though questioning processes and monitors for evidence of the extent to which the these activities enhance student engagement for the majority of students.	Uses response rate techniques to maintain student engagement through questioning processes, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

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### Element 27: Using Physical Movement

*\*The teacher uses physical movement to maintain student engagement in content.*

Teacher Evidence	Student Evidence
Teacher has students stand up and stretch or do related activities when their energy is low.	Students engage in the physical activities the teacher designs.
Teacher uses activities that require students to physically move to respond to questions, such as (1) vote with your feet or (2) go to the part of the room that represents the answer you agree.	Students can explain how the physical movement keeps their interest and helps them learn.
Teacher has students physically act out or model content to increase energy and engagement.	Student behavior shows physical movement strategies increase cognitive engagement.
Teacher uses give one, get one activities that require students to move about the room.	
Teacher facilitates movement to learning stations or to work with other students.	
Teacher has students move after brief chunks of content engagement.	

Innovating	Applying	Developing	Not Using
Uses physical movement to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses physical movement to maintain student engagement and monitors for evidence the extent to which these activities enhance student engagement for the majority of students.	Uses physical movement to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 28: Maintaining a Lively Pace

*\*The teacher uses pacing techniques to maintain students' engagement in content.*

Teacher Evidence	Student Evidence
Teacher employs crisp transitions from one activity to another.	Students quickly adapt to transition and re-engage when a new activity is begun.
Teacher alters pace appropriately (i.e., speeds up and slows down based on the learners).	When asked about the pace of the class, students describe it as neither too fast nor too slow.
Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments.	Students stay engaged when the pace of the class is not too fast or not too slow.

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Innovating	Applying	Developing	Not Using
Uses pacing techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses pacing techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.	Uses pacing techniques to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 32: Presenting Unusual or Intriguing Information

*\*The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.*

Teacher Evidence	Student Evidence
Teacher systematically provides interesting facts and details about the content.	Student attention increases when unusual information is presented about the content.
Teachers encourages students to identify interesting information about the content.	Students explain how the unusual information makes them more interested in the content.
Teacher engages students in activities like “Believe it or not” about the content.	Students explain how the unusual information deepens their understanding of the content.
Teacher uses guest speakers and various digital resources (e.g. media clips) to provide unusual information about the content.	

Innovating	Applying	Developing	Not Using
Uses unusual or intriguing and relevant information about the content and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses unusual or intriguing and relevant information about the content and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.	Uses unusual or intriguing and relevant information about the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 33: Demonstrating “Withitness”

*\*The teacher uses behaviors associated with “Withitness” to maintain adherence to rules and procedures.*

Teacher Evidence	Student Evidence
Teacher physically occupies all quadrants of the room.	Students recognize that the teacher is aware of their behavior.
Teacher scans the entire room making eye contact with all students.	Students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head.”
Teacher recognizes potential sources of disruption and deals with them immediately.	Students interact responsibly.
Teacher proactively addresses inflammatory situations.	

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Uses behaviors associated with “Withitness” and monitors for evidence of the extent to which it affects student behavior for all students.	Uses behaviors associated with “Withitness” and monitors for evidence of the extent to which it affects student behavior of the majority of students.	Uses behaviors associated with “Withitness”, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

**Element 34: Applying Consequences for Lack of Adherence to Rules and Procedures**

*\*The teacher consistently and fairly applies consequences for not following rules and procedures.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher provides nonverbal signals when students’ behavior is not appropriate, such as (1) eye contact, (2) proximity, (3) a tap on the desk, (4) shaking head “no”.	Students cease inappropriate behavior when the teacher signals.
Teacher provides verbal signals when students’ behavior is not appropriate, such as (1) telling students to stop or (2) telling students that their behavior is in violation of a rule or procedure.	Students accept consequences as part of the way class is conducted.
Teacher uses group contingency consequences when appropriate (i. e., whole group must demonstrate a specific behavior).	Students describe the teacher as fair in application of rules.
Teacher involves the home when appropriate (i.e., behavior).	
Teacher uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken).	

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Consistently and fairly applies consequences for not following rules and procedures and monitors for evidence of the extent to which all students follow rules and procedures .	Consistently and fairly applies consequences for not following rules and procedures and monitors the evidence of the extent to which the majority of students follow rules and procedures.	Consistently and fairly applies consequences for not following rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

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### Element 35: Acknowledging Adherence to Rules and Procedures

*\*The teacher consistently and fairly acknowledges adherence to rules and procedures.*

Teacher Evidence	Student Evidence
Teacher provides nonverbal signals that a rule or procedure has been followed, such as a (1) smile, (2) nod of head, or (3) high five.	Students appear appreciative of the teacher acknowledging their positive behavior.
Teacher gives verbal cues that a rule or procedure has been followed, such as (1) thanking students for following a rule or procedure or (2) describing student behaviors that adhere to rule or procedure.	Students describe teacher as appreciative of their good behavior.
Teacher notifies the home when a rule or procedure has been followed (positive home contact).	The number of students adhering to rules and procedures increases.
Teacher uses tangible recognition when a rule or procedure has been followed, such as (1) a certificate of merit or (2) token economics.	Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures.

Innovating	Applying	Developing	Not Using
Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence the extent to which all students follow rules and procedures.	Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence the extent to which the majority of students follow rules and procedures.	Consistently and fairly acknowledges adherence to rules and procedures, but the majority of students are either no monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 38: Displaying Objectivity and Control

*\*The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.*

Teacher Evidence	Student Evidence
Teacher does not exhibit extremes in positive or negative emotions.	Students describe the teacher as not becoming distracted by interruptions in the class.
Teacher does not allow distractions to change the focus on academic rigor.	Students are settled by the teacher's calm demeanor.
Teacher addresses inflammatory issues and events in a calm and controlled manner.	Students describe the teacher as in control of himself/herself and in control of the class.
Teacher interacts with all students in the same calm and controlled fashion.	Students say that the teacher does not hold grudges or take things personally.
Teacher does not demonstrate personal offense at student misbehavior.	

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate for all students.	Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate for the majority of students.	Behaves in an objective and controlled manner, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 39: Demonstrating Value and Respect for all Students.

*\*The teacher exhibits behaviors that demonstrate value and respect for all students.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
The teacher provides students with nonverbal indications that they are valued and respected (1) eye contact, (2) smiling and (3) appropriate physical contact.	Students say that the teacher cares for all students.
The teacher provides students' with verbal indicators that they are valued and respected (playful dialogue, addressing students in a manner they view as respectful.)	Students treat each other with respect.
Teacher does not allow negative comments about other students.	Students avoid negative thinking about their thoughts and actions.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Exhibits behaviors that demonstrate value and respect for all students thinking and monitors for evidence of the impact on all students.	Exhibits behaviors that demonstrate value and respect for all students thinking and monitors for evidence of the impact on the majority of students.	Asks higher order questions of all students with the same frequency and depth, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### Element 40: Asking Questions of all Students Requiring Higher Order Thinking Skills

*\*The teacher engages all students with questions of the same frequency and depth.*

<b>Teacher Evidence</b>	<b>Student Evidence</b>
Teacher makes sure all students questions are answered at the same rate.	Students say the teacher expects everyone to participate.
Teacher makes sure all students are asked challenging questions at the same rate.	Students say the teacher asks difficult questions of every student.

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Asks higher order questions of all students with the same frequency and depth and monitors for evidence of the quality of participation of all students.	Asks higher order questions of all students with the same frequency and depth and monitors for evidence of the quality of participation of the majority of students.	Asks higher order questions of all students with the same frequency and depth but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

### *Planning and Preparing for Lessons and Units (3 elements)*

#### **Element 2: Planning and Preparing for Lessons within a Unit that Progress toward a Deep Understanding and Transfer of Content**

*\*The teacher organizes lessons within units to progress toward a deep understanding of content.*

<b>Planning Evidence</b>	<b>Teacher Evidence</b>
Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways.	The teacher can describe how lessons within the unit progress toward deep understanding and transfer of content.
Plans incorporate student choice and initiative.	The teacher can describe how students will make choices and take initiative.
Plans provide for extension of learning.	The teacher can describe how learning will be extended.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Organizes lessons within a unit so that students move from an understanding to applying the content through consistent authentic tasks.	Organizes lessons within a unit so that students move from surface to deeper understanding of content but does not require students to apply the content in authentic tasks.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

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**Element 4: Planning and Preparing for the Use of Available Materials and Technology for Upcoming Units and Lessons**

*\*The teacher identifies the available material and technologies available to enhance students' understanding of content in a lesson or unit.*

<b>Planning Evidence</b>	<b>Teacher Evidence</b>
The plan outlines resources within the classroom, school, and community that will be used to enhance students' understanding of the content.	The teacher can describe the resources within the classroom, school, and community that will be used to enhance students' understanding of the content.
The plan identifies available technology that will be used (e.g., interactive whiteboards, response systems, voting technologies, one to one computers, social networking sites, blogs, wikis, and discussion boards).	The teacher can describe the technology that will be used.
The plan identifies how the technology will be used to enhance student learning.	The teacher can articulate how the technology will be used to enhance student learning.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Identifies the available resources and /or technologies that can enhance student understanding and the manner in which they will be used.	Identifies the available resources and/or technologies that can enhance student understanding.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

**Element 6: Planning and Preparing for the Special Needs of All Students**

*\*What does the teacher do to plan and prepare for the special needs of all students?*

<b>Planning Evidence</b>	<b>Teacher Evidence</b>
The plan identifies the accommodations and modifications that are made for ELL students, students with disabilities, and students who come from home environments that offer little support for schooling within a lesson or unit of instruction.	The teacher can describe the accommodations and modifications that are made for ELL students, Students with disabilities, and students who come from home environments that offer little support for schooling within a lesson or unit of instruction.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Identifies the special needs of students and the adaptations that will be made to meet these needs.	Identifies the special needs of students but does not articulate the adaptations that will be made to meet these needs.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

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Domain 3: Reflecting on Teaching

*Evaluating Personal Performance (1 Element)*

Element 2: Evaluating the Effectiveness of Individual Lessons and Units

*\*What does the teacher do to evaluate the effectiveness of individual lessons and units?*

<b>Teacher Evidence</b>
The teacher gathers and keeps records of his/her evaluations of individual lessons and units.
The teacher can explain the alignment of the assessment tasks and the learning goals.
The teacher can explain how the assessment tasks help track student progress toward the learning goals.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Determines how effective a lesson or unit was in terms of enhancing student achievement and consistently identifies cases of successes and failures.	Determines how effective a lesson or unit was in terms of enhancing student achievement but does not identify causes of success and failure on a consistent basis.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

Domain 4: Collegiality and Professionalism (3 Elements)

Element 1: Promoting Positive Interactions about Colleagues

*\*The teacher interacts with other teachers in a positive manner to promote student learning and seeks help and input from colleagues regarding specific classroom strategies and behaviors.*

<b>Teacher Evidence</b>
The teacher works cooperatively with appropriate school personnel to address issues that impact student learning.
The teacher establishes working relationship that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust.
The teacher can describe situation in which he or she interacts positively with colleagues to promote and support student learning.
The teacher can describe situations in which he or she helped extinguish negative conversations about other teachers.
The teacher keeps track of specific situations during which he or she has sought mentorship from others.
The teacher actively seeks help and input in Professional Learning Community meetings.
The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction.
The teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction.

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<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Interacts with other colleagues in a positive manner to promote and support students learning and seeks help and/or provides mentorship from colleagues regarding specific classroom strategies and behaviors.	Interacts with other colleagues in a positive manner to promote and support student learning and seeks help and mentorship from colleagues.	Interacts with other colleagues in a positive manner.	Makes no attempt to perform this activity.

### Element 2: Promoting Positive Interactions about Students and Parents

*\*The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.*

<b>Teacher Evidence</b>
The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust.
The teacher ensures consistent communication with parents regarding expectations, progress, and /or concerns using multiple means and modalities.
The teacher encourages parent involvement in classroom and school activities.
The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families.
The teacher responds to requests for support, assistance and/or clarification promptly.
The teacher can describe instances when he or she interacted positively with students and parents.
Students and parents can describe how the teacher interacted positively with them.
The teacher respects and maintains confidentiality of student/family information.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Interacts with students and parents in a positive manner to foster learning and promote positive relationships and helps extinguish negative conversations about students and parents.	Interacts with students and parents in a positive manner to foster learning and promote positive relationships, but does not help extinguish negative conversations about students and parents.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

### *Promoting District and School Developments (1 element)*

### Element 5: Adhering to District and School Rules and Procedures

*\*The teacher is aware of the district and schools' rules and procedures and adheres to them.*

<b>Teacher Evidence</b>
The teacher performs assigned duties.
The teacher follows policies, regulations and procedures.

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The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
The teacher fulfills responsibilities in a timely manner.
The teacher understands legal issues related to students and families.
The teacher demonstrates personal integrity.
The teacher keeps track of specific situations in which he or she adheres to rules and procedures.

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Using</b>
Is aware of district and school rules and procedures and adheres to them without prompting.	Adheres to district and school rules and procedures.	Adheres to district and school rules and procedures after being prompted.	Makes no attempt to adhere to district and school rules or procedures after being prompted.