Pinellas County Schools Instructional Evaluation Systems
Proposed Revisions to Rubrics
July 2013

Proposed revisions apply to changes in indicators in the rubrics listed below. The proposed revisions are included. If approved, revisions will apply to 2013-2014 evaluations.

Rubric Revisions: Teacher Rubric
- Revised indicator 1.2c: removes specific reference to "gradual release model" to more accurately reflect appropriate use of a variety of instructional delivery models.

Key Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1.2c. How do I effectively select and utilize an instructional delivery model? (IRDA, FLDOE) (http://www.avid.org)	Adjust instruction to ensure 100% of students' progress towards the learning goal	Use an instructional delivery model through a balance of research-based instructional strategies that includes explicit instruction, modeled instruction, guided practice, and independent practice or the 5 E's appropriately based on student need Monitor the effectiveness of the instructional model on student learning	Implement incorrectly or with parts missing	Implementation was required but not exhibited

Rubric Revisions: All Rubrics

- Revised expectation 3.1 and 3.2 to provide consistency within all rubrics across expected professional behavior. Applies to the following rubrics:
    - Teacher, Counselor, Instructional Coach, Non-Classroom Instructional, Library Media Tech, Psychologist, PT/OT, Social Worker and Speech Language Pathologist

3.1 Performs Professional Responsibilities (FEAP b1)				
Key Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
3.1a. How do I demonstrate and implement the Principles of Professional Conduct of the Educational Profession in Florida?	Exhibit behaviors and effectively engage in leadership activities districtwide or school-based that model or promote the Principles of Professional Conduct of the Educational Profession in Florida	Exhibit behaviors as described by the Principles of Professional Conduct of the Educational Profession in Florida Link: http://www.fldoe.org/edstandards/pdfs/ethics.pdf	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
3.1b. How do I adhere to state, district, department, school, and program guidelines and policies?	Effectively engage in leadership activities statewide, districtwide, or school-based that model or promote state, district, department, school, and program guidelines and policies	Consistently report to work on time Follow the guidelines and procedures for absences/tardies Complete specified federal, state, district, and school professional development as required for certification and job requirements Understands and complies to all deadlines and requirements as stated in my contract (professional or annual)	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

3.2 Engages in Continuous Improvement for Self and School (FEAP b2)				
Key Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
3.2a. How do I contribute to the school and district? (Danielson, 1996)	Effectively engage in leadership activities that contribute to a school or district initiative	Support school and district initiatives as outlined in District Strategic Plan and School Improvement Plan	Participate in school and district initiatives when specifically asked	Avoid becoming involved in school and district initiatives
3.2b. How do I work with colleagues to improve professional practice? (Marzano, 2007) (Danielson, 1996)	Effectively engage in leadership activities with colleagues to improve professional practice	Engage in an effective PLC by continually contributing to the progression through the Professional Learning Community-Innovation Configuration Map Consult, when necessary, with grade level or subject area departments, administration or any student support team member i.e. (guidance, social worker etc.) to determine types of interventions needed based on assessments for students not making progress in core instruction	Participate sometimes in discussion, reflection or the cycle of improvement for student learning and professional practice	Involvement was called for but not exhibited

3.2 Engages in Continuous Improvement for Self and School (FEAP b2)				
Key Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
3.2c. How do I grow and develop professionally? (Danielson, 1996)	Effectively engage in leadership activities by contributing to professional organizations, published literature, professional learning and/or earning an advanced degree to extend my own teaching practice and that of colleagues	Develop and implement an Individual Professional Development Plan (IPDP) • Conduct an individual needs assessment by: Analyzing disaggregated student data • Aligning professional learning to the SIP • Incorporating my school or team goals, • Utilizing my appraisal results and the results from previous year's IPDP evaluation Implement the plan by: • Developing a student achievement (S.M.A.R.T)goal • Developing a personal learning goal aligned to the newly identified student achievement goal • Participating and demonstrating new professional learning • Tracking changes in my professional practice • Evaluating the effectiveness of the professional learning on student learning	Participate in professional activities to a limited extent when they are convenient	Implementation was called for but not exhibited

3.2 Engages in Continuous Improvement for Self and School (FEAP b2)				
Key Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
3.2e. How do I establish processes to ensure ongoing parent, guardian and stakeholder communication? (Danielson, 1996)	Adapt or create unique strategies for specific student/family needs to ensure 100%	Systematically provide frequent information to parents about the instructional program in a variety of ways Systematically provide regular communication with parents/guardians about student progress for learning and behavior Initiate and respond to request parent conferences in a timely manner	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
3.2f. How do I use available technology as a tool for communication with students, parents, guardians, PCSB staff, and community? (Danielson, 1996)	Adapt or create new strategies for unique student, family , PCSB staff and community needs	Develop and consistently utilize a defined process for disseminating information and receiving feedback utilizing two-way communication tools (such as forum posts in Moodle, Outlook e-mail, or Portal messaging) Flip Chart	Implement incorrectly or with parts missing	Implementation was called for but not exhibited