



Dimension 1: Instructional Design and Lesson Planning **B.E.S.T. Module VI**

Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
I. Sets instructional outcomes and aligns instruction with state-adopted standards MASTERY LEARNING .58	1. Learning goals and objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, tasks and content reflect the full intent of the grade level content standard(s).	1. Lesson plans are aligned to the district adopted curriculum maps, district/state assessments and grade level content standard(s).	1. Lesson plans are not consistently aligned to the district adopted curriculum maps district/state assessments grade level content Standard(s).	1. Lesson plans, pacing guides, when available, do not align with the district adopted curriculum maps and/or district/state assessments or grade level content standard(s).
II. Designs instruction using student prior knowledge and diagnostic student data to build differentiated unit designs and lessons PRIOR ACHIEVEMENT .67	1. Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual students to monitor progress toward learning goals. 2. Uses these data to accurately refine and modify instruction for whole group, small groups, and for specific individuals.	1. Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.	1. Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data.	1. Relies on someone else to access student achievement data. 2. Does not consider data to make changes in instruction.
III. Designs ways to monitor learning and student acquisition of the standards UNIT GOALS .56	1. High quality classroom performance tasks, questions, and/or assessments are designed to accurately measure student learning of the lesson objectives or unit goals and that reflect the depth and rigor of the grade level content standard(s).	1. Performance tasks, questions, and/or assessments are planned in detail around clearly defined lesson or unit objectives and grade level content standard(s).	1. Lesson plans or units are based on activities or resources rather than focused on grade level content standards.	1. There is little evidence of monitored learning or use of appropriate instructional resources to support student learning and mastery of the standards.
IV. Requires students to understand and demonstrate skills and competencies	1. Unit objectives and tasks are aligned to the full intent of the grade level content standard(s). They are embedded within the unit and/or require a performance component for students to demonstrate what they know and are able to do.	1. Unit objectives and tasks are aligned with state-adopted standard(s) and are written in student-friendly language and students understand what they are expected to know and be able to do by the end of the unit.	1. Although students are aware of the posted unit objective, they rely on teacher direction to focus them on what they are expected to know and be able to do.	1. Unit objectives are not known to students and students do not know what they are expected to know and be able to do.

DRIVING STANDARDS-BASED INSTRUCTION





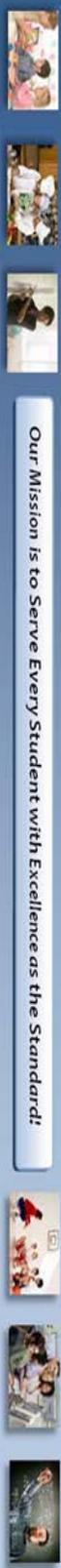
Dimension 2: Learning Environment
B.E.S.T. Module III

Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
I. Creates and maintains a safe and organized learning environment	1. Ensures student safety needs are consistently met. 2. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning.	1. Implements and routinely reinforce school behavioral rules and regulations and established procedures to ensure student safety needs are met.	1. Does not consistently reinforce school behavioral rules and regulations.	1. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting. 2. Teachers are not clear about established procedures in emergency situations.
II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment PROBLEM SOLVING LEARNING .61	1. Facilitate creating an environment where students assume responsibility for protecting instructional time and hold themselves accountable for learning.	1. Assumes responsibility for student learning.	1. In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.	1. Fails to use procedures for independent and/or cooperative group work.
III. Allocates and manages time, space, resources TIME ON TASK .38	1. Individual needs of students are met as both the teacher and students highly organize time, space, and resources to maximize learning.	1. Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning.	1. Failure to utilize and maintain learning experiences, activities and facilities/equipment, which result in a loss of learning opportunities.	1. Poor use of physical resources, time and space is evident and/or learning is not accessible to some students resulting in considerable down-time.
IV. Manages student conduct CLASSROOM MANAGEMENT .52	1. Students contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom. 2. The focus of proactive discipline is to maximize student learning time, and students show a respect for the rights of other students to learn.	1. Teacher is alert to student behavior at all times and manages student conduct. 2. Consequences for inappropriate behavior are reasonable, clear, and consistently applied.	1. Teacher is generally aware but misses the activities of some students. 2. Rules and consequences for inappropriate behavior are inconsistently applied.	1. Teacher's response to student behavior is negative and counterproductive or nonexistent.



Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
V. Creates a Positive Environment of Respect and Rapport TEACHER - STUDENT RELATIONSHIPS .72	1. Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. 2. Students demonstrate caring for one another in the classroom setting.	1. Teacher-student interactions are friendly and demonstrate general respect and caring.	1. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	1. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. 2. Students exhibit disrespect for the teacher. 3. Student interactions are characterized with conflict, sarcasm, or put-downs.
VI. Models and teaches clear, acceptable communication skills TEACHER CLARITY .75	1. Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding. 2. Teacher's spoken and written language conform to standard English and contain well-chosen vocabulary that enriches the lesson. 3. Teacher finds opportunities to extend student vocabulary.	1. Directions, procedures, and feedback are clear to students. 2. Teacher's spoken and written language conform to standard English. 3. Teacher uses academic language and content vocabulary accurately.	1. Directions, procedures, and feedback are clarified to students after initial student confusion. 2. Limited use of academic language and content vocabulary.	1. Directions, procedures, and feedback are confusing to students. 2. Teacher's spoken or written language contains errors in spelling, grammar, or syntax.
VII. Maintains a climate of inquiry .31	1. Engages all students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions that generate real world applications. 2. Ideally teachers can take a back seat and discussions can be student-led.	1. Engages all students in problem solving inquiry-based activities through the use of high level questioning.	1. Includes some problem solving and inquiry-based activities.	1. Instruction does not include problem solving or inquiry-based activities.

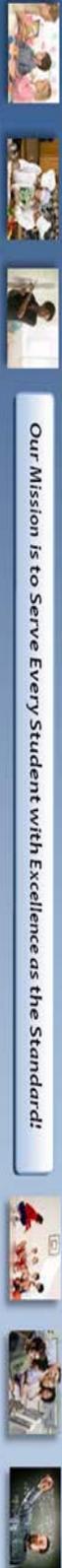
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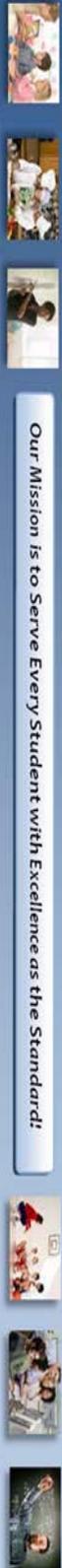
Dimension 3: Instructional Delivery & Facilitation B.E.S.T. Module V

Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
I. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions PROVIDING FORMATIVE EVALUATION .90	1. Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline and reflects the full intent of the grade level content standard(s). 2. Checks for understanding throughout the lesson, identifies learning gaps and adjusts instruction throughout the lesson. 3. Anticipates problems and uses multiple intervention strategies to assist student understanding and performance.	1. Instruction is based on content knowledge that is accurate and current reflects the full intent of the grade level content standard(s). 2. Recognizes problems and makes adjustments during the lesson in response to student understanding and performance.	1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline. 2. Teacher does not recognize gaps in learning during the lesson.	1. Instruction references inaccurate, outdated content knowledge. 2. Teacher does not use checks for understanding during the lesson.
II. Employs higher order questions QUESTIONING .46	1. Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers. 2. Much of the questioning involves analysis and synthesis.	1. Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.	1. Few teacher questioning strategies invite quality responses. 2. Teacher is quick to provide the correct answers and students are not given the opportunity to think things through.	1. Questioning is knowledge level and is solely teacher-driven.
III. Applies varied instructional strategies and resources, including technology as appropriate, to support student learning TEACHING STRATEGIES .60	1. Uses a variety of instructional strategies and resources that engage and challenge all students and support instructional outcomes. 2. Use of technology by students to create new products or develop new knowledge and/or skill.	1. Uses some instructional strategies to engage students and support instructional outcomes for all students. 2. Students use technology as a learning tool.	1. Makes use of instructional strategies to support student understanding but with limited student engagement and/or application of the content. 2. Use of technology is limited to delivery of curriculum content.	1. Classroom time is often filled with activities that merely consume time and do not contribute to instructional outcomes. 2. Use of technology is not evident, even when readily available.



Dimension 3: Instructional Delivery & Facilitation

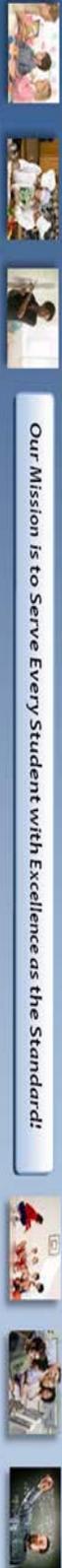
Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
<p>IV. Delivers engaging, challenging and relevant lessons</p> <p style="text-align: center;">DIRECT INSTRUCTION .59</p>	<p>1. High levels of rigor and relevance consistently challenge students to be intellectually engaged throughout the entire lesson including texts at or above the complexity level expected for the grade level.</p>	<p>1. Lessons (<i>and units</i>) are designed to provide students with intellectually engaging, rigorous curriculum including texts at or above the complexity level expected for the grade level.</p>	<p>1. Lessons (<i>and units</i>) spend the majority of the class time on knowledge level tasks.</p>	<p>1. Lessons (<i>and units</i>) are too easy for the majority of students, and class time is spent on busy work with low intellectual engagement.</p>
<p>V. Differentiates instruction</p> <p style="text-align: center;">COMPREHENSION INTERVENTION FOR ESE .77</p>	<p>1. Each unit of instruction contains evidence (observed or documented) that the teacher has reviewed information such as student inventories, interest surveys, or performance data to provide varied opportunities for students to process information, develop differing products, or acquire new content.</p>	<p>1. There is evidence of regular review of student differences in making academic decisions for the classroom. 2. Students have some opportunities to vary how they learn information or produce products based on their varied abilities and interests.</p>	<p>1. There is limited evidence of regular review of student differences when planning learning experiences or assessments. 2. The teacher demonstrates limited use of student information to vary how students work.</p>	<p>1. Observations, discussions with the teacher, and/or review of lesson plans fail to demonstrate that the teacher differentiates lessons or assessments to meet the varied needs of his/her students.</p>
<p>VI. Provides immediate and specific feedback to students</p> <p style="text-align: center;">FEEDBACK .73</p>	<p>1. Provides timely, specific, and consistent feedback during guided practice, discussion and major activities to all students.</p>	<p>1. Provides timely and consistent feedback.</p>	<p>1. Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance.</p>	<p>1. Provides limited or no feedback: feedback provided is not provided in a timely manner.</p>





Dimension 4: Assessment B.E.S.T. Module IV

Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
I. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.	1. Consciously plans and uses pre-assessment, formative and summative assessment data strategically to set learning goals and adjust scaffolding based on student needs. 2. Students and the teacher analyze data results from multiple assessments to make decisions about progress and to develop appropriate interventions relative to the students' needs.	1. Gathers formative and summative data during instruction and uses data to inform instruction.	1. Uses summative assessment data to determine that students have achieved instructional outcomes.	1. Does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals.
II. Modifies formative and summative assessments to accommodate diversity PROVIDES FORMATIVE EVALUATIONS .90	1. Consistently differentiates assessments by content, process and/or product to address the unique learning differences of students who have a wide range of learning styles and abilities.	1. Occasionally differentiates assessments to address the unique learning differences of students who have a wide range of learning styles and abilities.	1. Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities.	1. Required student accommodations for assessment are not provided.
III. Communicates assessment data to students and parents COMMUNICATE WITH SCHOOLS & PARENTS (grade reporting in isolation; absence of parent/teacher rapport/relationship) .14 PARENTAL INVOLVEMENT .51	1. Clearly communicates assessment criteria, due dates, and grading methodology in accordance with district procedures to promote student learning. 2. Proactively creates and maintains frequent and effective two-way communication with students and parents (e.g., student-led conferences, etc.) 3. Uses technology to organize, monitor, and communicate student learning and assessment information to appropriate stakeholders. 4. Provides all parents with information specific to their child, about standards and expectations in a format parents can understand.	1. Completes and regularly updates grades and progress reports in accordance with district procedures to allow students to check their own progress. 2. Uses conferences with parents and students to share assessment data with parents. 3. Uses technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 4. Provides parents with information about academic standards and expectations.	1. Does not consistently communicate progress with students and parents in a timely fashion. 2. Struggles to use technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 3. Provides limited information to parents about academic standards and expectations.	1. Does not proactively complete grades and progress reports according to the district's schedule. 2. Does not use technology to communicate student learning and assessment information to appropriate stakeholders. 3. Does not provide parents with information about academic standards and expectations.





Dimension 5: Professional Responsibilities & Ethical Conduct
B.E.S.T. Module I

Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
I. Demonstrates professional responsibilities, punctuality, attendance, and timely completion of records and reports	<ol style="list-style-type: none"> 1. Complies fully with and consistently with professional responsibilities, school rules, policies and procedures regarding punctuality and attendance. 2. Consistently maintains and reports current information on students, lesson plans, and other required data. 	<ol style="list-style-type: none"> 1. Usually complies with professional responsibilities, school rules, policies and procedures. 2. Usually updates and reports information on students, lesson plans, reports and other required data. 	<ol style="list-style-type: none"> 1. Inconsistently complies with professional responsibilities, school rules, policies and procedures. 2. Has a system that is rudimentary and only partially effective for maintaining student information, lesson plans, reports, and other data. 	<ol style="list-style-type: none"> 1. Does not comply with professional responsibilities, school rules, policies and procedures. 2. Maintenance and reporting of information on students, lesson plans, and other required data is incomplete and/or out of date.
II. Complies with school and district policies, procedures, programs, and the Florida Code of Ethics for educators	<ol style="list-style-type: none"> 1. Complies fully with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators. 	<ol style="list-style-type: none"> 1. Usually complies with district and school policies, rules, procedures and the Florida Code of Ethics for educators. 	<ol style="list-style-type: none"> 1. Inconsistently complies with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators. 	<ol style="list-style-type: none"> 1. Does not comply with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.
III. Demonstrates professionalism	<ol style="list-style-type: none"> 1. Consistently displays conduct based on the highest professional standards. 2. Consistently acts honestly and with integrity when dealing with students, parents, colleagues and/or the community. 3. Demonstrates a pattern of participation in district and school initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate. 	<ol style="list-style-type: none"> 1. Deals with students, parents and/or colleagues with honesty and integrity. 2. Frequently participates in and implements school and district initiatives. 	<ol style="list-style-type: none"> 1. Uses poor judgment when dealing with students, parents and/or colleagues. 2. Rarely participates in and/or implements school and district initiatives. 	<ol style="list-style-type: none"> 1. Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues. 2. Does not participate in or implement school and district initiatives.





Dimension 5: Professional Responsibilities & Ethical Conduct continued

Elements	Distinguished (9 Points)	Proficient (7 Points)	Developing (4 Points)	Unsatisfactory (1 Point)
IV. Initiates professional communication with appropriate stakeholders	<ol style="list-style-type: none"> Promotes a two way partnership between school and home. Maintains regular communication between classroom and student's family regarding the instructional program and the child's progress. Connects frequently and successfully to families and communities. (e.g. newsletters, family nights, websites, electronic communication, and phone calls). Students and their families understand what they are expected to know and be able to do. 	<ol style="list-style-type: none"> Provides regular information about the instructional program. Is available as needed to respond to parental concerns. Makes efforts to successfully connect families, school, and communities. 	<ol style="list-style-type: none"> Participates in school's activities for parent communication but offers limited information regarding the instructional program. Partially address parents' concerns with little or no follow up. Makes minimal attempts to connect families and communities to the instructional program. 	<ol style="list-style-type: none"> Provides little or no information about the instructional program. Does not respond or responds inappropriately to parental concerns. Makes no attempt to connect families and communities to the instructional program.
V. Provides information about school and community resources to parents	<ol style="list-style-type: none"> Consistently provides all parents with multiple strategies and opportunities to assist with student learning. Consistently provides parents with information about the school, community events and resources. 	<ol style="list-style-type: none"> Provides strategies and opportunities for parents to assist with student learning. Provides parents with information about the school, community events and resources. 	<ol style="list-style-type: none"> Provides opportunities for parents to assist with student learning. Provides parents with limited information about community events and resources. 	<ol style="list-style-type: none"> Does not provide or promote opportunities for parents to assist with student learning. Does not provide parents with information about community events and resources.