

Elements Dimension 1	Distinguished (13 Points)	Look Fors/Ask fors for Distinguished	Proficient (10 points)	Look Fors for Proficient
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).	<ul style="list-style-type: none"> Lesson plans align with grade level or course standards. Are student tasks meeting the full intent of the standards and demonstrate student understanding/mastery of standard? Checks for understanding are built into the lesson plans to gauge student understanding 	1. Lesson plans are aligned to the district adopted curriculum maps, district/state assessments and grade level content standard(s).	<ul style="list-style-type: none"> Standards are included within lesson plans
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. Small groups removed for the 20-21 school year due to MOA with BFT & BPS	<ul style="list-style-type: none"> Teacher creates opportunities for students to demonstrate their understanding/working toward mastering the standards through exit slips, Kahoots, Polls, journal entries (Google docs, notebooks), and other formative assessments. Ask for teacher to explain how they utilize student data to modify instruction for individuals and whole class. 	1. Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.	<ul style="list-style-type: none"> Provides evidence of how data is used to create instructional plans.
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).	<ul style="list-style-type: none"> Teacher designs tasks, questions, and assessments to accurately measure the depth and rigor (full intent) of the standards based on technology availability/limitations to the teacher. 	1. Performance tasks, questions, and/or assessments are planned in detail around clearly defined lesson or unit objectives and grade level content standard(s).	<ul style="list-style-type: none"> Teacher utilizes tasks, questions, and assessments to measure the standards based on the technology availability/limitations to the teacher.
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.	<ul style="list-style-type: none"> Teacher designs opportunities for students to demonstrate the full intent of the standard based on technology availability/limitations to the teacher. 	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.	<ul style="list-style-type: none"> Teacher has clear understanding of what students need to understand and do.

Elements Dimension 2	Distinguished (13 Points)	Look Fors for Distinguished	Proficient (10 Points)	Look Fors for Proficient
I. Creates and maintains a safe and organized learning environment Indicator 2 has been eliminated for the 20-21 school year due to MOA between BFT & BPS	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.	<ul style="list-style-type: none"> This indicator is applicable as written. 	1. Implements and routinely reinforce school behavioral rules and regulations and established procedures to ensure student safety needs are met.	<ul style="list-style-type: none"> This indicator is applicable as written.
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.	<ul style="list-style-type: none"> Teacher has full understanding of eLearning platform features to promote collaboration. Most students adhere to class schedules set forth by the teacher. Ask for conversation about what teacher actions have taken place to create student centered learning environment. 	1. Assumes responsibility for student learning.	<ul style="list-style-type: none"> Teacher has created a daily class schedule. Teacher occasionally reminds students of schedule and procedures. Teacher is providing the instruction.
III. Allocates and manages time, space, and resources This element has been eliminated for the 20-21 school year due to MOA between BFT & BPS	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.	
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.	<ul style="list-style-type: none"> Ask teacher how they created opportunities (i.e. classroom meeting) for eLearning students to establish virtual classroom norms and expectations. Consider the limitations of not being able to monitor eLearning students. 	1. Teacher is alert to student behavior at all times and manages student conduct. Consequences for inappropriate behavior are reasonable, clear, and consistently applied.	<ul style="list-style-type: none"> Consider the limitations of not being able to monitor eLearning students.

Elements Dimension 2	Distinguished 1. (13 Points)	Look Fors for Distinguished	Proficient (10 Points)	Look Fors for Proficient
V. Creates a Positive Environment of Respect and Rapport TEACHER - STUDENT RELATIONSHIPS .72	2. Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. 3. Students demonstrate caring for one another in the classroom setting.	<ul style="list-style-type: none"> Students have the opportunity to engage with one another enabling them to show caring and respect for one another. Ask for how teachers create opportunities for students to demonstrate positive interact with one another. 	Teacher-student interactions are friendly and demonstrate general respect and caring.	<ul style="list-style-type: none"> This indicator is applicable as written.
VI. Models and teaches clear, acceptable communication skills TEACHER CLARITY .75	Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding. Teacher's spoken and written language conform to standard English and contain well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend student vocabulary.	<ul style="list-style-type: none"> Teacher anticipates possible student misunderstandings of technology platform being utilized for the lesson/activity. The remaining indicators are applicable within this element. 	Directions, procedures, and feedback are clear to students. Teacher's spoken and written language conform to standard English. Teacher uses academic language and content vocabulary accurately.	<ul style="list-style-type: none"> This indicator is applicable as written.
VII. Maintains a climate of inquiry .31 Socratic discussion eliminated for the 20-21 school year due to MOA between BFT & BPS	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.	<ul style="list-style-type: none"> Technology and resource availability should be considered within this dimension. Are activities where students are working independently or collaboratively involve discovery learning, problem solving. Students are able to make connections of the activity to the real world Ask how teacher has adjusted instruction in order to keep the eLearners engaged given possible distractions with their home learning environments. 	1. Engages all students in problem solving inquiry-based activities through the use of high level questioning.	<ul style="list-style-type: none"> Technology and resource availability should be considered within this dimension. This indicator is applicable as written

Elements Dimension 3	Distinguished (13 Points)	Look Fors for Distinguished	Proficient (10 Points)	Look Fors for Proficient
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.	<ul style="list-style-type: none"> Ask teacher how they are attempting to incorporate sound practices based on the challenges of eLearning. Anticipate gaps in learning and scaffolds effectively to ensure students are exposed to grade level standards. Are students eventually exposed to the full intent/rigor of standard? Teacher provides opportunities for multiple checks of understanding throughout lesson. Ask how teacher utilizes intervention strategies for possible student misunderstandings. 	1. Instruction is based on content knowledge that is accurate and current reflects the full intent of the grade level content standard(s). Recognizes problems and makes adjustments during the lesson in response to student understanding and performance.	<ul style="list-style-type: none"> This indicator is applicable as written.
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.	<ul style="list-style-type: none"> These indicators are applicable to this element. 	1. Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.	<ul style="list-style-type: none"> This indicator is applicable as written.
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.	<ul style="list-style-type: none"> Ask what instructional strategies teachers are utilizing (example: choice boards, flipped classroom techniques, Padlet, chat box features, polls, whiteboards, virtual sticky notes, Google Slides, breakout rooms) Teacher can provide examples of how students are utilizing technology to create a new product or develop new understanding/skill. 	1. Uses some instructional strategies to engage students and support instructional outcomes for all students. Students use technology as a learning tool.	<ul style="list-style-type: none"> Ask what instructional strategies teachers are utilizing (example: choice boards, flipped classroom techniques, Padlet, chat box features, polls, whiteboards, virtual sticky notes, Google Slides, breakout rooms)

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IV. Delivers engaging, challenging, and relevant lessons DIRECT INSTRUCTION .59	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.	<ul style="list-style-type: none"> This indicator is applicable as written. 	1. Lessons (and units) are designed to provide students with intellectually engaging, rigorous curriculum including texts at or above the complexity level expected for the grade level.	<ul style="list-style-type: none"> This indicator is applicable as written.
V. Differentiates instruction COMPREHENSION INTERVENTION FOR ESE .77	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.	<ul style="list-style-type: none"> Ask teacher how they collect data on student performance and how they utilize that data to provide students with various ways to show their understanding of the standard. Are students provided choices of how they can demonstrate their understanding of the standard? 	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.	<ul style="list-style-type: none"> Ask teacher what student data they utilize to determine next steps for students. Teacher can provide student products based on their ability level.
VI. Provides immediate and specific feedback to students FEEDBACK .73	1. Provides timely, specific, and consistent feedback during guided practice, discussion and major activities to all students.	<ul style="list-style-type: none"> Consider number of students that are face-to-face and how many students are eLearning when trying to provide feedback to all students. Ask how teacher is providing specific feedback for all students during class time discussions/activities. 	1. Provides timely and consistent feedback.	<ul style="list-style-type: none"> Consider number of students that are face-to-face and how many students are eLearning when trying to provide feedback to students. Ask how teacher is providing feedback to students during class time discussions/activities.

Elements Dimension 4	Distinguished (12 Points)	Look Fors for Distinguished	Proficient (9 Points)	Look Fors for Proficient
I. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • This indicator is applicable as written. 	<ol style="list-style-type: none"> 1. Gathers formative and summative data during instruction and uses data to inform instruction. 	<ul style="list-style-type: none"> • This indicator is applicable as written.
II. Modifies formative and summative assessments to accommodate diversity PROVIDES FORMATIVE EVALUATIONS .90	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Teacher routinely differentiates opportunities for students to demonstrate the full intent of the standard based on technology availability/limitations to the teacher. 	<ol style="list-style-type: none"> 1. Occasionally differentiates assessments to address the unique learning differences of students who have a wide range of learning styles and abilities. 	<ul style="list-style-type: none"> • This indicator is applicable as written.
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	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • This indicator is applicable as written. 	<ol style="list-style-type: none"> 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. Provides parents with information about academic standards and expectations. 	<ul style="list-style-type: none"> • This indicator is applicable as written.

Elements Dimension 5	Distinguished (12 Points)	Look Fors for Distinguished	Proficient (9 Points)	Look Fors for Proficient
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. 	<ul style="list-style-type: none"> • This indicator is applicable as written. 	<ol style="list-style-type: none"> 1. Usually complies with professional responsibilities, school rules, policies and procedures. Usually updates and reports information on students, lesson plans, reports and other required data. 	<ul style="list-style-type: none"> • This indicator is applicable as written.
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. 	<ul style="list-style-type: none"> • This indicator is applicable as written. 	<ol style="list-style-type: none"> 1. Usually complies with district and school policies, rules, procedures and the Florida Code of Ethics for educators. 	<ul style="list-style-type: none"> • This indicator is applicable as written.
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/or school initiatives, contributes to decision- making processes, serves on sub- committees and/or disseminates information when appropriate. 	<ul style="list-style-type: none"> • This indicator is applicable as written. 	<ol style="list-style-type: none"> 1. Deals with students, parents and/or colleagues with honesty and integrity. Frequently participates in and implements school and district initiatives. 	<ul style="list-style-type: none"> • This indicator is applicable as written.
IV. Initiates professional communication with appropriate stakeholders	<ol style="list-style-type: none"> 1. Promotes a two-way partnership between school and home. 2. Maintains regular communication between classroom and student's family regarding the instructional program and the child's progress. 3. Connects frequently and successfully to families and communities. (e.g. newsletters, family nights, websites, electronic communication, and phone calls). 4. Students and their families understand what they are expected to know and be able to do. 	<ul style="list-style-type: none"> • Ask how teacher is initiating/attempting contact with parents. • These indicators align well with current eLearning model. 	<ol style="list-style-type: none"> 1. Provides regular information about the instructional program. 2. Is available as needed to respond to parental concerns. 3. Makes efforts to successfully connect families, school, and communities. 	<ul style="list-style-type: none"> • This indicator is applicable as written.

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V. Provides information about school and community resources to parents	<ol style="list-style-type: none"> 1. Consistently provides all parents with multiple strategies and opportunities to assist with student learning. 2. Consistently provides parents with information about the school, community events and resources. 	<ul style="list-style-type: none"> • This indicator is applicable as written. 	<ol style="list-style-type: none"> 1. Provides opportunities for parents to assist with student learning. 2. Provides parents with limited information about community events and resources. 	<ul style="list-style-type: none"> • This indicator is applicable as written.