

## SCORING CRITERIA GUIDE

Performance at the “Proficient” Level is based upon documentary evidence, as appropriate.  
Documentary evidence may be collected over the entire appraisal period.

<b>Domain VI: Professional Development</b>			
VI-1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.			
<b>Things To Consider</b> <ul style="list-style-type: none"> <li>• Professional development activities are directly related to the goals, the objectives and priorities of the campus or district.</li> <li>• Professional development activities correlate to subject matter and past performance appraisal.</li> <li>• Evidence of knowledge and skills from professional development activities are integrated in the instructional program.</li> <li>• The teacher uses a variety of professional development models appropriate to the needs of students. (See Commissioner's Rules 153.1011(d)).</li> </ul> Quality: Look for evidence of alignment and strength through the Teacher Self-Report. How does the teacher make connections between goals and objectives, the professional development, and his/her own practice? Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.			
<b>Evaluation Criteria</b>			
<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<b>QUALITY</b> Professional development activities consistently, thoughtfully, and positively correlate with the Teacher Self-Report and with the teacher's performance appraisal.	<b>QUALITY</b> Professional development activities correlate with the Teacher Self-Report and with the teacher's performance appraisal.	<b>QUALITY</b> Professional development activities occasionally positively correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.	<b>QUALITY</b> Professional development activities rarely/never positively correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.
Professional development activities consistently, positively and continuously correlate with the goals of the campus and the district.	Professional development activities correlate with the goals of the campus and the district.	Professional development activities occasionally positively correlate with the goals of the campus and the district.	Professional development activities rarely/never positively correlate with the goals of the campus and the district.
Professional development activities consistently result in significantly different, improved teaching and learning in the teacher's classroom.	Professional development activities result in different, improved teaching and learning in the teacher's classroom.	Professional development activities occasionally result in different, improved teaching and learning in the teacher's classroom.	Professional development activities rarely/never result in different, improved teaching and learning in the teacher's classroom.
Teacher consistently, continuously seeks out professional development opportunities, which are designed to improve teaching and learning.	Teacher seeks out professional development opportunities, which are designed to improve teaching and learning.	Teacher occasionally seeks out professional development opportunities, which are designed to improve teaching and learning.	Teacher rarely/never seeks out professional development opportunities, which are designed to improve teaching and learning.
Teacher choices for professional development consistently and continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
The teacher provides formal/informal leadership in working constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher occasionally works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher rarely/never works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.

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## Domain VI-1 Continued

<b><u>QUANTITY</u></b> <b><u>ALMOST ALL OF THE TIME (90-100%)</u></b> The teacher successfully integrates professional development activities into instruction.	<b><u>QUANTITY</u></b> <b><u>MOST OF THE TIME (80-89%)</u></b> The teacher successfully integrates professional development activities into instruction.	<b><u>QUANTITY</u></b> <b><u>SOME OF THE TIME (50-79%)</u></b> The teacher successfully integrates professional development activities into instruction.	<b><u>QUANTITY</u></b> <b><u>LESS THAN HALF OF THE TIME (0-49%)</u></b> The teacher successfully integrates professional development activities into instruction.
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<b>Domain VI: Professional Development</b>			
VI-2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.			
<b>Things To Consider</b> <ul style="list-style-type: none"> <li>Professional development activities are directly related to the assigned grade level and/or subject content.</li> <li>Professional development activities are directly related to the needs of students.</li> <li>Evidence that knowledge and skills from professional development activities are integrated in the instructional program.</li> </ul> Quality: Look for evidence of strength, impact, variety and alignment through the Teacher Self-Report. The teacher makes connections between goals and objectives, the professional development, and his/her own practice. Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.			
<b>Evaluation Criteria</b>			
<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<u><b>QUALITY</b></u> Professional development activities consistently result in significantly different, improved teaching and learning in the teacher’s classroom.	<u><b>QUALITY</b></u> Professional development activities result in different, improved teaching and learning in the teacher’s classroom.	<u><b>QUALITY</b></u> Professional development activities occasionally result in different, improved teaching and learning in the teacher’s classroom.	<u><b>QUALITY</b></u> Professional development activities rarely/never result in different, improved teaching and learning in the teacher’s classroom.
Professional development activities consistently, thoughtfully correlate with the Teacher Self-Report and with the teacher’s performance appraisal.	Professional development activities correlate with the Teacher Self-Report and with the teacher’s performance appraisal.	Professional development activities occasionally correlate with the Teacher Self-Report and/or with the teacher’s performance appraisal.	Professional development activities rarely/never correlate with the Teacher Self-Report and/or with the teacher’s performance appraisal.
Teacher consistently and continuously seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.	Teacher seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.	Teacher occasionally seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.	Teacher rarely/never seeks out professional development opportunities, which are designed to improve teaching and learning in the content area and grade, level at which the teacher teaches.
Teacher choices for professional development consistently and continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
The teacher takes a leadership role in working constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher occasionally works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher rarely/never works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.
<u><b>QUANTITY</b></u> <u><b>ALMOST ALL OF THE TIME (90-100%)</b></u> The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	<u><b>QUANTITY</b></u> <u><b>MOST OF THE TIME (80-89%)</b></u> The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	<u><b>QUANTITY</b></u> <u><b>SOME OF THE TIME (50-79%)</b></u> The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	<u><b>QUANTITY</b></u> <u><b>LESS THAN HALF OF THE TIME (0-49%)</b></u> The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).
The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.

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<b>Domain VI: Professional Development</b>			
VI-3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.			
<b>Things To Consider</b> <ul style="list-style-type: none"> <li>• Professional development activities directly relate to the teacher’s prior performance appraisal or analysis of needs.</li> <li>• Evidence that knowledge and skills from professional development activities are integrated in the instructional program.</li> <li>• Continuous improvement.</li> </ul> Quality: Focus on how the teacher utilizes reflection and feedback for enhancing student learning. The teacher makes connections between prior performance/analysis of needs and his/her own professional development, and practice. Look for evidence of strength, impact, variety, and alignment through the Teacher Self-Report. Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.			
<b>Evaluation Criteria</b>			
<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<u><b>QUALITY</b></u> Professional development activities consistently result in significantly different, improved teaching and learning in the teacher’s classroom.	<u><b>QUALITY</b></u> Professional development activities result in different, improved teaching and learning in the teacher’s classroom.	<u><b>QUALITY</b></u> Professional development activities occasionally result in different, improved teaching and learning in the teacher’s classroom.	<u><b>QUALITY</b></u> Professional development activities rarely/never result in different, improved teaching and learning in the teacher’s classroom.
Professional development activities consistently and continuously correlate with the goals of the campus and the district	Professional development activities correlate with the goals of the campus and the district.	Professional development activities occasionally correlate with the goals of the campus and the district.	Professional development activities rarely/never correlate with the goals of the campus and the district.
The teacher consistently and continuously seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.	The teacher continuously seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.	The teacher occasionally seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.	The teacher rarely/never seeks out professional development opportunities, which are designed to improve teaching and learning based on prior performance appraisal.
Teacher choices for professional development continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
<u><b>QUANTITY</b></u> <u><b>ALMOST ALL OF THE TIME (90-100%)</b></u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.	<u><b>QUANTITY</b></u> <u><b>MOST OF THE TIME (80-89 %).</b></u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.	<u><b>QUANTITY</b></u> <u><b>SOME OF THE TIME (50-79%)</b></u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.	<u><b>QUANTITY</b></u> <u><b>LESS THAN HALF OF THE TIME (0-49%)</b></u> The teacher engages in professional development that is directly related to the teacher’s prior performance appraisal or analysis of needs.

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<b>Domain VI: Professional Development</b>			
VI-4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.			
<b>Things To Consider</b> <ul style="list-style-type: none"> <li>• Teacher actively engages with colleagues in professional activities.</li> <li>• Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies, and directives.</li> <li>• Collaborative activities are focused on improvement of student performance.</li> </ul> Quality: Look for evidence of strength, impact, variety, and alignment in implementation of knowledge and skills or collaborative activities, which impact overall student performance. Quantity: Look for repeated evidence of formal/informal membership in collaborative partnerships or groups. Focus is on the appropriate level of participation/collaboration, not the number of groups or number of meetings.			
<b>Evaluation Criteria</b>			
<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<u><b>QUALITY</b></u> The teacher consistently works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	<u><b>QUALITY</b></u> The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	<u><b>QUALITY</b></u> The teacher occasionally works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	<u><b>QUALITY</b></u> The teacher rarely/never works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.
Continuous collaborative professional development activities of the teacher consistently result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher occasionally result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher rarely/never result in different, improved teaching and learning in the teacher's classroom and in the school.
The teacher consistently encourages, fosters and participates in collaborative professional development that furthers campus and district goals.	The teacher encourages, fosters and participates in collaborative professional development that furthers campus and district goals.	Professional development activities of the teacher occasionally positively correlate with the goals of the campus and the district.	Professional development activities of the teacher rarely/never positively correlate with the goals of the campus and the district.
<u><b>QUANTITY</b></u> <u><b>ALMOST ALL OF THE TIME (90-100%)</b></u> Teacher actively engages with colleagues in professional activities.	<u><b>QUANTITY</b></u> <u><b>MOST OF THE TIME (80-89%)</b></u> Teacher actively engages with colleagues in professional activities.	<u><b>QUANTITY</b></u> <u><b>SOME OF THE TIME (50-79%)</b></u> Teacher actively engages with colleagues in professional activities.	<u><b>QUANTITY</b></u> <u><b>LESS THAN HALF OF THE TIME (0-49%)</b></u> Teacher actively engages with colleagues in professional activities.
Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.