

Manatee County Teacher Evaluation System (MCTES) Rubrics 2015-16

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1a Demonstrating Knowledge of Content and Pedagogy	<p>Teacher displays extensive knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate both to one another and to other disciplines.</p>	<p>Teacher displays solid knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate to one another.</p>	<p>Teacher is familiar with the important concepts and some pre-requisite relationships in the discipline but may display lack of awareness of how these concepts relate to one another.</p>	<p>In planning and practice, teacher makes content errors, displays little understanding of pre-requisite relationships or does not correct errors made by students.</p>
	<p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>	<p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</p>	<p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>
	<p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.</p>	<p>The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.</p>	<p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.</p>	<p>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</p>

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DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students	<p>The teacher displays understanding of individual students, recognizes the value of understanding their cultural heritage, collects information from a variety of sources and possesses information about each student’s learning and medical needs.</p>	<p>The teacher recognizes the value of understanding students including their cultural heritage as displayed for groups of students and shows awareness of their special learning and medical needs.</p>	<p>The teacher recognizes the value of understanding students including the importance of knowing students’ special learning or medical needs but displays that knowledge for the class as a whole or in an incomplete or inaccurate manner.</p>	<p>The teacher displays little or no knowledge of students including information related to their cultural heritage or understanding of special learning or medical needs.</p>
	<p>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.</p>	<p>All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.</p>	<p>Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.</p>	<p>Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</p>
	<p>Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.</p>	<p>Instructional groups are varied as appropriate to the students and the different instructional outcomes.</p>	<p>Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p>	<p>Instructional groups do not support the instructional outcomes and offer no variety.</p>

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DOMAIN 1: PLANNING AND PREPARATION Component 1c: Assessments and Outcomes	<p>Proposed approach to assessment is fully aligned with instructional outcomes which represent high expectations and rigor in both content and process and are connected to a sequence of learning within the discipline and related disciplines. Assessment methodologies have been adapted for individual students, as needed.</p>	<p>All the instructional outcomes are assessed through the approach to assessment; however, most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. Assessment methodologies may have been adapted for groups of students.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, and represent moderately high expectations and rigor reflecting important learning in the discipline and at least some connection to a sequence of learning.</p>	<p>Assessment procedures are not congruent with instructional outcomes, represent low expectations for students, lack of rigor and do not reflect important learning in the discipline or a connection to a sequence of learning.</p>
	<p>All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</p>	<p>All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.</p>	<p>Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</p>	<p>Outcomes are either not clear or are stated as activities not as student learning. Outcomes do not permit viable methods of assessment.</p>
	<p>Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.</p>	<p>Outcomes reflect several different types of learning and opportunities for coordination.</p>	<p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p>	<p>Outcomes reflect only one type of learning and only one discipline or strand.</p>
	<p>Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</p>	<p>Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</p>	<p>Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Outcomes are not suitable for the class or are not based on any assessment of student needs.</p>

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	Assessment criteria and standards are clear, assessed through formative assessments designed with evidence of student participation and results are used to plan for future instruction for individual students.	Assessment criteria and standards are clear, assessed through formative assessments and results are used by the teacher to plan for future instruction for groups of students.	Assessment criteria and standards are unclear, assessed through rudimentary formative assessments and teacher uses results to plan for future instruction for the class as a whole.	Proposed approach contains no criteria or standards. The teacher has no plan to incorporate formative assessment or to use assessment results in designing future instruction.
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DOMAIN 1: PLANNING AND PREPARATION Component 1d: Use and Understanding of Resources	<p>Teacher’s knowledge of resources for classroom use as well as to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.</p>	<p>Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge through the school or district and some familiarity with resources external to the school and on the Internet.</p> <p>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</p>	<p>Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge and for students through the school or district but displays no knowledge of resources available more broadly.</p> <p>Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</p>	<p>Teacher is unaware of resources for classroom use as well as to enhance content and pedagogical knowledge and for students available through the school or district.</p> <p>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</p>

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DOMAIN 2

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	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.</p> <p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. Students contribute to explaining concepts to their peers.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect.</p> <p>Students exhibit respect for the teacher, and student interactions are generally polite and respectful.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</p> <p>Students exhibit only minimal respect for the teacher and each other.</p>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.</p> <p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. As evidenced by their active participation, curiosity, initiative and pride in their work, students have internalized these expectations.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures	<p>Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</p> <p>Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth and efficient operation.</p> <p>Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</p>	<p>Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</p> <p>Transitions and routines for handling materials and supplies occur smoothly, with little loss of instructional time.</p> <p>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</p>	<p>Students in only some groups are productively engaged in learning while unsupervised by the teacher.</p> <p>Only some transitions are efficient and routines for handling materials and supplies function moderately well, but with some loss of instructional time.</p> <p>Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.</p>	<p>Students not working with the teacher are not productively engaged in learning.</p> <p>Transitions are chaotic and materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</p> <p>Considerable instructional time is lost in performing non-instructional duties.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior	<p>Standards of conduct are clear to all students and appear to have been developed with student participation.</p> <p>Monitoring by teacher is subtle and preventive.</p> <p>Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</p>	<p>Standards of conduct are clear to all students.</p> <p>Teacher is alert to student behavior at all times.</p> <p>Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them.</p> <p>Teacher is generally aware of student behavior but may miss the activities of some students.</p> <p>Teacher attempts to respond to student misbehavior or the response is inconsistent but with uneven results, or there are no major infractions of the rules.</p>	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p>Student behavior is not monitored, and teacher is unaware of what the students are doing.</p> <p>Teacher does not respond to misbehavior, is overly repressive or does not respect the student's dignity.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is unsafe, or learning is not accessible to some students.

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DOMAIN 3

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	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3a: Communication with Students	<p>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</p> <p>Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding.</p> <p>Teacher finds opportunities to extend students’ vocabularies.</p>	<p>Teacher’s purpose for the lesson or unit is clear.</p> <p>Teacher’s directions and procedures are clear to students.</p> <p>Vocabulary is appropriate to the students’ ages and interests.</p>	<p>Teacher attempts to explain the instructional purpose, with limited success.</p> <p>Teacher’s directions and procedures are clarified after initial student confusion.</p> <p>Vocabulary is correct but limited or is not appropriate to the students’ ages or backgrounds.</p>	<p>Teacher’s purpose in a lesson or unit is unclear to students.</p> <p>Teacher’s directions and procedures are confusing to students.</p> <p>Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.</p>

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DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques	<p>Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate questions.</p> <p>Students assume responsibility for the success of the discussion, making unsolicited contributions and assisting others in the discussion.</p>	<p>Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond.</p> <p>Teacher creates a genuine discussion among students, stepping aside when appropriate.</p>	<p>Teacher’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</p> <p>Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</p>	<p>Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p>

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DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning	<p>All students are engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.</p> <p>The lesson's structure is coherent. Pacing of the lesson is appropriate for all students.</p> <p>Teacher's explanation of content is engaging and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.</p>	<p>Most activities and assignments are appropriate to students, and most students are engaged in exploring content.</p> <p>The lesson has a defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students.</p> <p>Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</p>	<p>Some activities and assignments are appropriate to some students, but others are not engaged.</p> <p>The lesson has some recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p> <p>Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</p>	<p>Activities and assignments are inappropriate for students. Students are not engaged in them.</p> <p>The lesson has no structure, or the pace of the lesson is too slow or rushed, or both.</p> <p>Teacher's explanation of the content is unclear or confusing.</p>

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DOMAIN 3: INSTRUCTION Component 3d: Using Assessment in Instruction	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</p> <p>Teacher actively and systematically elicits diagnostic information from individual students.</p> <p>Teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.</p> <p>Teacher’s feedback to students is timely and of consistently high quality.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated.</p> <p>Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</p> <p>Teacher’s feedback to students is uneven, and its timeliness is inconsistent.</p>	<p>Students are not aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Teacher does not monitor student learning in the curriculum.</p> <p>Teacher’s feedback to students is of poor quality and not provided in a timely manner.</p>

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DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness	<p>Teacher seizes opportunities to enhance learning, building on student interests or a spontaneous event.</p> <p>Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies.</p>	<p>Teacher successfully accommodates students’ questions or interests.</p> <p>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a repertoire of strategies.</p>	<p>Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted.</p> <p>Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</p>	<p>Teacher ignores or brushes aside students’ questions or interests.</p> <p>When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment.</p>

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DOMAIN 4

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DOMAIN 4: REFLECTING ON TEACHING Component 4a: Reflecting on Teaching	<p>(After the observation) Teacher makes a thoughtful and accurate self-reflection based on the extent to which it achieved instructional outcomes, cites specific examples from the lesson and weighs the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	<p>Teacher makes an accurate self-reflection based on and the extent to which it achieved instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.</p>

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DOMAIN 4: REFLECTING ON TEACHING Component 4b: Maintaining Accurate Records	<p>Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments and on student progress in learning is rudimentary and only partially effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments is in disarray and there is no system for maintaining information on student progress in learning.</p>

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DOMAIN 4: REFLECTING ON TEACHING Component 4c: Communicating with Families	<p>Teacher provides frequent information to families, as appropriate, about the instructional program. Students have the opportunity to participate in preparing materials for their families and Teacher’s efforts to engage families in the instructional program are frequent and successful.</p> <p>Response to family concerns is handled with great professional and cultural sensitivity.</p> <p>Students contribute ideas for projects that could be enhanced by family participation.</p>	<p>Teacher provides frequent information to families, as appropriate, about the instructional program, and makes efforts to engage families in the instructional program are frequent and successful.</p> <p>Teacher communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	<p>Teacher participates in the school’s activities for family communication but offers little additional information, and makes partially successful attempts to engage families in the instructional program.</p> <p>Teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>	<p>Teacher provides little or no information about the instructional program to families, and makes no attempt to engage families in the instructional program.</p> <p>Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</p>

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DOMAIN 4: REFLECTING ON TEACHING Component 4d: Participating in Professional Community	<p>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.</p> <p>Teacher volunteers to participate in school or district events/projects, making a contribution in school life/district projects assuming a leadership role.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, and actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school and/or district events/projects, making a contribution.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires, and becomes involved in the school's culture of inquiry when invited to do so.</p> <p>Teacher participates in school and/or district events/projects when specifically asked.</p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry.</p> <p>Teacher avoids becoming involved in school and/or district events/projects.</p>

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DOMAIN 4: REFLECTING ON TEACHING Component 4e: Growing and Developing Professionally	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher participates in professional activities to a limited extent.</p> <p>Teacher reluctantly accepts feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>

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DOMAIN 4: REFLECTING ON TEACHING Component 4f: Showing Professionalism	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues to help ensure that such decisions are based on the highest professional standards.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher complies fully with school and district regulations and participates in team or departmental decision making.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher decisions are based on limited professional consideration.</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher does not comply with school and district regulations. Teacher decisions are based on self-serving criteria.</p>