

<p>4c: Communicating with families</p>	<p>Teacher provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.</p>	<p>Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues.</p>	<p>Teacher provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns. Frequent, successful efforts to engage families in the instructional program are the result of flexible communication.</p>	<p>Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning.</p>
<p>4d: Participating in a professional community</p>	<p>Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.</p>	<p>Professional relationships are cordial and fulfill required school/district duties. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked.</p>	<p>Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events and school/district projects.</p>	<p>Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.</p>
<p>4e: Growing and developing professionally</p>	<p>Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher engages in professional activities to a limited extent and/or accepts feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession.</p>	<p>Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other educators.</p>	<p>Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.</p>
<p>4f: Showing professionalism</p>	<p>Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.</p>	<p>Teacher's interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.</p>	<p>Teacher's interactions are characterized by honesty, integrity, confidentiality and assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.</p>	<p>Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenges negative attitudes and practices, and promotes full compliance with regulations.</p>

		not fully developed or maintained.		and pacing allow for student reflection and closure.
<p><i>3d: Using assessment in instruction</i></p>	<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is occasionally used in instruction through some monitoring of progress by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher maintains a broad repertoire of strategies and uses them quickly and effectively.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or expression of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies and shows evidence of actively seeking new strategies.</p>

<p><i>2c: Managing classroom procedures</i></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Class period runs smoothly and efficiently.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation.</p>
<p><i>2d: Managing student behavior</i></p>	<p>No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity.</p>	<p>Evidence that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting and maintaining them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p><i>2e: Organizing physical space</i></p>	<p>The physical environment is unsafe, or some students do not have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. Teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Opportunities are available to all learning styles. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>

<i>Ic: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students and different styles of learning.
<i>Id: Demonstrating knowledge of resources</i>	Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge.	Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, and uses them in teaching, and to meet individual student needs.
<i>Ie: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and includes different pathways according to student needs.
<i>If: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning.	Teacher's plan for student assessment is partially aligned with the standards and instructional outcomes, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students.