Possible **examples** of how the Framework For Teaching could apply to
Career and Technical Education Teachers

	Failing	Needs Improvement	Proficient	Distinguished
1a Knowledge of Content and Pedagogy General Examples	CTE teacher does not demonstrate knowledge of content and pedagogy related to teaching and demonstrating core concepts and skills of the industry. There is limited to no alignment with PA academic standards.	CTE teacher demonstrates some knowledge of content and pedagogy related to teaching and demonstrating core concepts and skills of the industry. There is inconsistent alignment with PA academic standards.	CTE teacher demonstrates adequate knowledge of content and pedagogy related to teaching and demonstrating core concepts and skills of the industry. There is consistent alignment with PA academic standards.	CTE teacher demonstrates extensive knowledge of content and pedagogy related to teaching and demonstrating core concepts and skills of the industry. There is consistent alignment with PA academic standards.
1a Specific Examples	The CTE teacher does not utilize lesson plans or learning guides.	CTE teacher uses limited instructional strategies in lessons plans and labs. CTE teacher does not use all interdisciplinary connections in the lesson plans and labs.	Students are provided with a Frayer graphic organizer, textbook and information sheet. CTE teacher asks questions that are relevant to the content and concepts. CTE teacher uses correct occupational and technological terminology.	CTE teacher plans demonstrate several instructional strategies with interdisciplinary connections in lesson plans and labs.
1b Demonstrating Knowledge of Students General Examples	CTE teacher does not demonstrate knowledge of students (e.g., background, culture, skills, interests, individual needs, etc.).	CTE teacher demonstrates some knowledge of students (e.g., background, culture, skills, interests, individual needs, etc.). Knowledge of students is used to inform instructional planning and preparation on an inconsistent basis.	CTE teacher demonstrates adequate knowledge of students (e.g., background, culture, skills, interests, individual needs, etc.) and uses knowledge to inform planning and preparation.	CTE teacher demonstrates extensive knowledge of students through a collaborative process. Knowledge of students is shared and reviewed to inform and refine instructional planning and preparation for the individual and across the system.
1b Specific Examples	The CTE teacher does not have students complete the career objective form.	The CTE teacher collects student information to complete the career objectives form, as per Chapter 339.	Students complete individually assigned tasks within a group project based upon identified skills, interests, needs and performance goals. The CTE teacher gathers information from students in group and individually beyond what is required by the career objective form.	The CTE teacher helps students build individual competency based career plans. Students' portfolios demonstrate experiences consistent with their career plan.

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1c Setting Instructional Outcomes	**General Examples**	CTE teacher establishes low expectations for students.	CTE teacher establishes moderately high expectations and rigor for students.	CTE teacher establishes rigorous and important learning expectations for students.	CTE teacher works with colleagues to establish and refine rigorous and important learning expectations for students.
1c Specific Examples		During planning and preparation, CTE teacher does not use student performance on tasks, quizzes, and other measures to inform instructional outcomes. The CTE teacher's learning outcomes are not aligned with industry standards.	CTE teacher uses student performance on tasks, quizzes, and other measures to inform instructional outcomes but on an inconsistent basis The CTE teacher identifies learning outcomes aligned with industry standards	CTE teacher uses student performance on tasks, quizzes, and other measures to inform the establishment of instructional outcomes during planning and preparation on a consistent basis. The CTE teacher's learning outcomes are aligned to industry standards, academic standards, and employability skills and include both cognitive and psychomotor outcomes.	Students are responsible for independently researching assigned topics and selecting an appropriate method for reviewing and helping their peers acquire the information. The instructor charts individual student progress and works with students to establish higher level learning goals and to earn industry certification, involving members of the OAC in the process.
1d Demonstrating Knowledge of Resources	**General Examples**	CTE teacher does not demonstrate knowledge of vocational resources that are available within the school district or community. For example, materials and resources are outdated and/or do not meet program requirements.	CTE teacher demonstrates some knowledge of vocational resources that are available within the school district or community.	CTE teacher demonstrates adequate knowledge of vocational resources that are available within the school district or community, maintains a list of them and shares resources as needed.	CTE teacher demonstrates extensive knowledge of vocational resources that are available within the school district or community, maintains a list of them and reviews resources regularly with stakeholders to build individual and system level knowledge and capacity.
1d Specific Examples		CTE teacher is unaware of occupational resources to assist students to acquirer professional real work related experiences.	CTE teacher provides content related resources to the occupation but does work with community industry/ businesses to connect classroom to real work experiences. CTE teacher meets with the OAC, but does not discuss resources.	CTE teacher provides students with a variety of multidisciplinary resources in their occupational field – such as texts, trade magazines, Career and Technical Student Organization (CTSO) activities, lab experiences, industry/business guest speakers, field experiences and content related websites. CTE teacher elicits advice from and follows the guidance of the OAC about equipment, maintenance, and inventory.	CTE teacher creates opportunities for students to learn in the community and at the post-secondary level.

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1e Designing Coherent Instruction General Examples	CTE teacher is unable to design coherent instruction that is characterized by meaningful learning projects, industry standards and teaching of prerequisite skills associated with post-secondary opportunities.	CTE teacher inconsistently designs coherent instruction (e.g., meaningful learning projects, industry standards and teaching of prerequisite skills associated with post-secondary opportunities).	CTE teacher is able to consistently design coherent instruction characterized by meaningful learning projects, industry standards and teaching of prerequisite skills associated with post-secondary opportunities.	CTE teacher is able to effectively design coherent instruction characterized by meaningful learning projects, industry standards and teaching of prerequisite skills associated with post-secondary opportunities.
1e Specific Examples	CTE teacher plans learning activities do not align to occupational task list or level of the students who come from varies grade levels.	CTE teacher plans learning activities but does not provide individual task lists or instruct lessons in a sequential progression.	Design includes instruction in occupational terminology. CTE teacher plans for students to complete tasks/activities that are appropriate to the level of the learner. Tasks are sequential to build on previous learning.	There is a process in place for CTE teachers to routinely evaluate and improve the coherency of instructional design. CTE teacher creates opportunities for students to learn additional competencies related to the expected outcomes.
1f Designing Student Assessments General Examples	CTE teacher relies on one data source to inform instructional planning and preparation based upon student outcomes.	CTE teacher relies on more than one data source to inform instructional planning and preparation based upon student outcomes. Data sources may or may not be reliable and valid.	CTE teacher relies on multiple reliable and valid data sources to inform instructional planning and preparation based upon student outcomes.	CTE teacher relies on multiple reliable and valid data sources to inform instructional planning and preparation based upon student outcomes. CTE teacher meets regularly with other educators to review data and performance outcomes for individuals and the system at large.
1f Specific Examples	CTE teacher places a disproportionate emphasis on classroom observations and does not formally assess socially related employment skills. The instructional design is not in alignment with the type of assessment, i.e. the teacher only demonstrates the skills of cutting hair, but uses only a written test to assess students' skill and knowledge.	NOCTI study guides are provided to students but there is no feedback to inform re-teaching needs. CTE teacher has developed an assessment that matches industry standards.	NOCTI pre-test scores are reviewed and teacher revises instruction to match student needs. CTE teacher makes test modifications based upon review of a student's IEP. CTE teacher develops assessments that match industry standards, academic standards, and employability skills.	The students self-assess their performance using industry standards. Students use self and peer-evaluations based on the CTSO contest specifications to prepare for competition.

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2a. Environment of Respect and Rapport General Examples	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
2a Specific Examples	The interactions between teachers and individual students as well as between students are generally negative, inappropriate or insensitive to students' cultural backgrounds and or developmental differences. On occasion, the Automotive Technology teacher refers to foreign vehicles in a derogatory manner.	The interactions between teachers and individual students as well as among students are generally appropriate; however there appears to be an occasional display of insensitivity or lack of responsiveness to cultural and or developmental differences among students. The CTE teacher uses positive reinforcement only occasionally.	The CTE teacher develops a plan for team building activities to foster cohesiveness and collaboration among students from multiple sending schools. The CTE teacher establishes a plan that fosters respect/politeness. The CTE teacher models positive work ethic and respect for colleagues both in and outside of school.	Senior students mentor new students and demonstrate a professional work place environment. Students compose rules of behavior with input from the teacher and set up consequences for each behavior.
2b Establishing a Culture for Learning General Examples	The program culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The program culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers

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2b Specific Examples	The CTE instructor does not have a planned activity to accommodate the staggered arrival and departure times of students from various schools to maximize learning opportunities. There appears to be low teacher commitment to the subject and CTE program, low expectations for student achievement and no student pride in work. During the entire theory lesson the teacher remains seated at her/his desk.	While there is alignment between technical/program of study and PA academic standards, students are informed that they are covering certain things because of a requirement. There appears to be minimal teacher passion for the subject, minimal expectations for student achievement and low student pride in work.	CTE teacher provides rationale for alignment between technical and PA academic standards. Students are reinforced for their effort and engagement in deep and broad learning. There is visible pride among teacher and students in the CTE program.	CTE teacher is a member of a team that evaluates the status of the learning culture and implements or refines practices that reinforce core values and principles related to growth and achievement. Students seek opportunities for service learning or advanced learning, including CTSO recognition activities. Student portfolios illustrate self-directed professional growth.
2c Managing Classroom Procedures General Examples	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of equipment, materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of equipment, materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of equipment, materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of equipment, materials and supplies. Routines are well understood and may be initiated by students.
2c Specific Examples	A lack of classroom/laboratory procedures, distribution and poor handling of inventory causes to wasted instructional time and energy.	Routines for distributing tools, supplies, and equipment are followed inconsistently. All students are in uniform, but changing into uniforms takes longer than necessary, interfering with instructional time. (KEEP!) Instructional tasks are not carefully broken down and students may appear confused.	There is adequate management of classroom procedures including the distribution of tools, equipment, and supplies. Instructional time is consistently maintained. Students are able to complete lab clean up with little or no prompting.	Assigned student managers assume responsibility for end of day clean up, and holds other students accountable for their own specific duties. Students work with maximum productivity resembling an efficient workplace.
2d Managing Student Behavior General Examples	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

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2d Specific Examples	Safety rules, regulations and behavioral expectations are inconsistent with state and federal health and safety regulations. The instructor appears to have a flawed assumption that students already know how to conduct themselves leading to equipment damage, student injury, or discipline problems.	Safety rules, regulations and behavioral expectations are made visible but are reinforced and modeled inconsistently. The teacher is inconsistent in both classroom and shop discipline. The expectations taught in the classroom are not implemented in the lab.	Safety rules, regulations and behavioral expectations are made visible, reinforced and modeled consistently. Behavior expectations are aligned with conditions and expectations in the occupational setting.	CTE teacher collaborates with colleagues and students to establish rules, regulations and behavioral expectations that are consistent with educational and industry standards. Students hold each other accountable for behaviors that are aligned with the conditions and expectations of the occupational setting.
2e Organizing Physical Space General Examples	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
2e Specific Examples	The laboratory/classroom appears to be haphazardly structured with little organization. Student safety might be compromised because of the organization of the lab.	Lighting, noise levels, equipment safety, storage, and ventilation are monitored inconsistently. The CTE instructor has not arranged the shop/lab to support the industrial goals and learning activities.	Lighting, noise levels, equipment safety, storage, and ventilation are monitored consistently. The classroom/laboratory reflects, as nearly as possible, working conditions similar to the occupational environment. The CTE teacher works to maximize visibility and be able to observe all students.	A safe and healthy environment is provided. Lighting, noise levels, equipment safety, storage, and ventilation are monitored consistently. CTE teacher is a member of a team that evaluates the organization of physical space and generates recommendations for making system-wide improvements.
3a Communicating with Students General Examples	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

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3a Specific Examples		Students are unsure of expected outcomes, and are left asking each other what should be done. CTE teacher offers no explanation to trade vocabulary.	CTE teacher uses trade vocabulary with minimal definition/explanation. Feedback is given, but does not address ways students can improve.	Teacher provides effective feedback that contributes to the growth of students. The CTE teacher introduces the lesson by stating the instructional objective relating it to prior instruction.	Students are able to articulate what the competencies are and how these apply to the work place. Students use the feedback from the instructor to develop their own learning goals.
3b Questioning and Discussion Techniques	**General Examples**	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3b Specific Examples		The CTE teacher asks low-level questions that have Yes/No answers or have an unclear answer that only she knows and is not related to any previous instruction or reading. At the end of the lesson, the teacher reads the questions from the book or only asks "Are there any questions?"	A variety of oral questioning techniques are used but the teacher only asks students single-response items on a recall level with little higher order analysis, synthesis, or evaluation thinking required. The construction trade teacher poses questions about building code, but does not provide a structure for student to question each other.	During both theory lessons and in the CTE lab, the teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The CTE teacher role-plays to engage students in answering questions concerning a real-life customer relations situation. The CTE teacher poses questions that require written responses in journal and uses a rubric to assess the quality of student responses.	The CTE teacher asks the students to provide the theory behind their explanations and also poses "What if?" questions to extend student thinking and problem solving. Students formulate hypotheses, make connections and challenge views through discussions mediated by the instructor around the POS competency list. Students pose questions that require written responses in journal and use a rubric to assess the quality of each other's responses.
3c Engaging Students in Learning	**General Examples**	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

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3c Specific Examples	Classroom instruction on technical vocabulary is limited to completing crossword puzzles. Program instruction consists only of lab work, with no instruction on theory.	Some students complete a theory assignment with time left over and nothing to do, while others are unable to finish in the allotted time. The CTE teacher tends to rely on the time working on machinery to engage students, while not actively engaging them during theory instruction.	The automotive teacher provides small group learning environments for student to receive addition support with installing brakes, while other students enhance their learning about the various composites used in designing brake pads. The CTE teacher engages students in an activity to define the various aspects of POS and have students develop a plan to track personal growth towards these goals. During a theory lecture, CTE teacher uses pair-sharing to ensure that all students voices are heard.	Students self-select trade integrated teams to collaborate on a group project, e.g. building a house. Students are given the task of rewiring an apartment, and work together to determine the tools and materials that will be needed as they plan their process. Students function in work teams that simulate the work environment with a variety of job titles.
3d Using Assessment in Instruction — **General Examples**	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
3d Specific Examples	Students are not given feedback that improves their performance on required competencies. The CTE teacher tells students what fee their project would bring in the workplace, putting emphasis on job completion without concern for student learning.	The CTE teacher provides students with the procedural lists, but there is inconsistent feedback given to the student. When students complete a project as a team, the CTE teacher complements the students for getting the job done and introduces the next project without assessing students' individual understanding.	The CTE teacher provides procedural lists for students to monitor their progress, holds conferences with students about their progress, and provides effective feedback. The CTE teacher ensures that students understand the concepts of job hazard analysis through a review of workspace accident case studies. While students perform a lay-out project, the Commercial Art teacher reviews each student's work individually. Her questions assess the lesson's objectives: student's knowledge of lay-out principles and performance of lay-out design.	Students maintain records of their progress on the competency list, reflect on their learning, and identify areas for growth. The Auto Technology students and teacher created a simulated "invoice" containing a checklist of tasks necessary to complete an oil change which students use to track their work. The Culinary Arts students begin the day with a review of the restaurant's menu and assignment of individual responsibilities. The student-manager-of-the-day supervises the work of team members and makes recommendations necessary to open the restaurant for lunch service.

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3e Demonstrating Flexibility and Responsiveness General Examples		Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
3e Specific Examples		When a student struggles to apply a new make-up design to a model, the teacher blames the student for "not paying attention" and walks away. When a student asks the CTE teacher to explain a concept again, the teachers says, "If you don't get this, maybe you should change shops."	The CTE teacher attempts to differentiate the unit by allowing students to work in flexible groups, but is not able to set up the groups successfully.	The CTE teacher surveys students about their career interests to provide classroom instruction in line with students' career goals. The cosmetology teacher differentiates the lesson by providing students with a choice of hair styles for different hair types.	The drafting teacher designs a project around rollercoasters because a few students have shown a special interest
4a Reflecting on Teaching General Examples		CTE Teacher does not assess student progress and re-teach as needed. The teacher is unable to determine if objectives have been met and uses ineffective methods to check for understanding.	CTE Teacher assesses student progress and re-teaches on an inconsistent basis. The teacher is usually able to determine if objectives have been met but may use some ineffective methods to check for understanding.	CTE Teacher assesses student progress and re-teaches on a consistent basis. The teacher is able to determine if objectives have been met and uses effective methods to check for understanding. The teacher uses NOCTI results to inform instruction and student learning. Teacher documents changes that should be made to lesson plans.	CTE Teacher works collaboratively to accurately assess student progress and implement evidence-based instructional strategies with fidelity. The teacher is able to determine if objectives have been met and uses effective methods to check for understanding (formative assessment). The team analyzes NOCTI results to inform instruction and improve individual and systems level outcomes.
4a Specific Examples		The teacher keeps lesson plans from one year to the next without updating them. When a lesson was bad, the teacher says, "That strategy always worked in other years. This class just didn't get it."	The Cosmetology teacher recognizes the 60 minute lesson on hair coloring was too long for the attention span of the student group, and makes some general comments about being better prepared for the lesson. The CTE teacher concludes that students would learn better if she allowed more time for them to complete the project.	After a lesson where lumber ran short, the carpentry teacher works to streamline the use of materials to eliminate waste. The teacher's portfolio includes an original lesson and a revised version with notes about what did not work and what should be changed.	After a cooking lesson where food was wasted, the culinary arts teacher connects to community organizations to donate excess food. Students say, "I get it now" when the CTE teacher begins the lesson by re-teaching the previous day's content with a new strategy.

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4b Maintaining Accurate Records	**General Examples**	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
4b Specific Examples		The teacher does not have documentation of student assignment completed, competencies achieved, and industry skill certifications received. The CTE teacher sets up a personal bank account for CTSO funds.	The CTE teacher has student safety and competency records, but does not maintain them in a well-organized, centralized location. The CTE teacher keeps MSDS binder in a locked cabinet. The CTE teacher maintains account records for the CTSO, not in collaboration with the district's business office.	The CTE teacher establishes a system that helps students maintain a professional portfolio. The CTE teacher works with the school's business manager to ensure accurate and complete financial records for the CTSO.	CTE teacher customizes the grade reporting system to reflect competencies and work ethic in his/her trade area to which students have access. When asked about their progress in a group project, a student proudly shows her data file and can explain how the documents indicate her progress toward completion of the duty/task competency lists.
4c Communicating with Families	**General Examples**	Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4d Specific Examples		Several parents of students in the Masonry program called the office with complaints that they were not aware their children had been leaving the school grounds for three weeks to build the public library's kiosk at a busy intersection.	The CTE instructor's main form of parent communication is documenting student progress on the program task list and sending it home for a parent's signature. The CTE teachers gives a 1 week notice before students are required to purchase steel-toe boots, when families may need more time to save money.	The CTE teacher maintains a website that posts the course task lists, pictures of student projects, in-class and homework assignments, requirements to attend SkillsUSA contest, current co-operative education sites, and/or success stories of program completers. The website includes the teacher's e-mail and invites feedback. The Protective Services teacher assigns students to search for hazardous materials in their homes and, as needed, store the materials in safe places.	The CTE teacher schedules appointments with parents to discuss the student's career plans. The Cosmetology teacher and students host a "Day of Beauty" that provides manicures and haircuts for students' families.

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		Failing	Needs Improvement	Proficient	Distinguished
4d Participating in Professional Community	**General Examples**	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
	4d Specific Examples	CTE Teacher avoids interacting professionally with academic colleagues. The CTE teacher openly refuses to use strategies recommended by the PDE Technical Assistance Program (TAP).	The horticulture teacher will not attend the flower show for which she prepared her students.	The Culinary Arts instructor completed the requirements to secure/maintain American Culinary Foundation certification. The CTE teacher works a booth at the county fair with students, without compensation. The CTE teacher is a team leader on local school efforts to accomplish objectives of the Technical Assistance Program (TAP).	Following an increase in student achievement, the CTE teacher reflected on relevant instructional strategies and presented workshops about those instructional practices at the PDE Conference on Integrated Learning or PACTEC. CTE Teacher consistently interacts with academic colleagues to improve student performance.
4e Growing and Developing Professionally	**General Examples**	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
	4e Specific Examples	The CTE teacher has not completed required coursework for the next level of his/her vocational certificate and his/her current certificate will expire at the end of the school year. The CTE teacher has not pursued industry updates and certification. As a result employability of students in the area is compromised.	The CTE teacher is a member of a professional organization but does not read the monthly journals and does not encourage new CTE teachers to join. The CTE teacher attends statewide CTE conferences but there is minimal reflection, sharing, or integration of the information learned at the conference.	The CTE teacher has pursued additional coursework related to making accommodations for students with special needs. The CTE teacher is prepared to share with his school administration current post- secondary transcripts to document progress towards certification requirements along with a plan for completing remaining courses.	The CTE teacher seeks out professional development to learn proven practices for integrating academics in CTE and discusses plans with administration for continued support/feedback. The CTE teacher is taking coursework to complete a degree beyond the required CTE teacher certification.

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		Failing	Needs Improvement	Proficient	Distinguished
4f Showing Professionalism	**General Examples**	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
	4f Specific Examples	The CTE teacher uses the shop for personal gain. The carpentry teacher makes the girls clean up after every class.	The CTE teacher does not use the modern equipment that they requested and received. The CTE teacher uses their students to promote the school, without connecting to the program competency list.	The CTE teacher creates a safe space where both genders can change into their uniforms. The CTE teacher creates an atmosphere that encourages and celebrates diversity in the shop. The promotional materials supplied by the CTE teacher are ethnically diverse.	The CTE teacher regularly consults with other school personnel (Counselor, Special Education Coordinator, etc) to identify financial assistance, government aid, and emotional supports that will enable his/her student with special needs to transition to a position in industry upon graduation.

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