

Possible **examples** of how the Framework For Teaching could apply to  
**Early Childhood Teachers**

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	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a Knowledge of Content and Pedagogy</b> <b>General Examples</b>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<b>1a Specific Examples</b>	<p>The only strategy used on lesson plan is whole group instruction.</p> <p>The teacher has children writing their names in all uppercase.</p> <p>Teacher distributes ditto worksheets to all students.</p> <p>The teacher says, "The spider is an insect."</p>	<p>The teacher plans lessons on sorting by attributes based on characteristics students are unfamiliar with.</p> <p>The teacher plans to forge ahead with a lesson on skipping even though some students have not mastered hopping on one foot.</p>	<p>The teacher's plan for sorting by attributes is based on vocabulary learned in prior lessons/experiences.</p> <p>The teacher realized her students are not sure how to use scissors so she plans to practice that before introducing the activity on cutting.</p> <p>The teacher plans to expand a concept on sharing by having them act out scenes from a book they read about sharing.</p> <p>Teacher has materials at varied levels in the classroom to meet the needs of individual learning styles.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>The teacher uses a "KWL" chart at the introduction of the unit on caterpillars to uncover student misconceptions and prior knowledge.</p> <p>The teacher plans to adapt all learning centers/entire classroom environment to reflect the current topic/theme. In addition, she adds specific activities to address the needs of individual students.</p> <p>Itinerant teacher and regular ed teacher proactively seek support from one another to enhance student success with upcoming unit.</p> <p>Teacher applies a new instructional strategy learned at a professional development session.</p>

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<b>1b: Demonstrating Knowledge of Students</b> General Examples	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students.  The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<b>1b Specific Examples</b>	<p>The lesson plan includes a teacher led 30-minute circle time.</p> <p>The teacher plans to present a lesson with no visual props.</p> <p>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</p>	<p>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</p> <p>In the unit on families, the teacher has not incorporated information provided by the families.</p> <p>Lesson plans make only peripheral reference to students' interests.</p> <p>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</p>	<p>The teacher creates an assessment of students' levels of cognitive development.</p> <p>The teacher examines previous year's portfolio folders to ascertain the proficiency levels of groups of students in the class.</p> <p>The teacher administers a student interest survey at the beginning of the school year.</p> <p>The teacher plans activities based on student interests.</p> <p>The teacher realizes that not all of his students are Christian, so he plans to read stories that reflect the diversity of the students.</p> <p>The teacher plans to invite students and families to share their ancestry with the class.</p>	<p>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</p> <p>The teacher plans to provide multiple activity options; students will self-select the activity that best meets their individual approach to learning.</p> <p>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</p> <p>Teacher has determined that a pre-k age student is reading and offers enrichment activities.</p> <p>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</p>

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<b>1c Setting Instructional Outcomes</b> <b>General Examples</b>	<p>Outcomes represent low expectations for students and lack of rigor, and they do not reflect all important learning in the discipline.</p> <p>Outcomes are stated as activities, rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline, and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</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>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
<b>1c Specific Examples</b>	<p>A learning outcome for a preschool class is to make a mural.</p> <p>All the outcomes for a preschool class are factual knowledge.</p> <p>The topic of a math activity involves the concept of 1 to 1 correspondence but the teacher only expects the students to rote count.</p>	<p>Outcomes consist of understanding the difference between 1 to 1 correspondence and rote counting.</p> <p>The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle.</p> <p>Despite having a number of students receiving occupational therapy in the class, the outcomes state that all children will be able to write their name.</p>	<p>Teacher’s lesson plans are connected to Early Learning Standards.</p> <p>One of the learning outcomes is for students to demonstrate 1 to 1 correspondence.</p> <p>The outcomes for the apple unit include some factual information as well as a comparison to other fruits.</p> <p>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</p>	<p>Teacher uses “Plan, Do, Review” to encourage students to set their own goals.</p> <p>The class develops a concept web that links previous learning goals to those they are currently working on.</p> <p>All students identify additional learning through use of the “KWL” chart.</p>
<b>1d Demonstrating Knowledge of Resources</b> <b>General Examples</b>	<p>Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the Internet.</p>	<p>Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>

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<b>1d Specific Examples</b>	<p>The teacher only uses materials within their classroom even when more variety would assist some students.</p> <p>For the unit on dinosaurs, the students accessed all of their information from teacher supplied books and materials.</p> <p>The teacher is not sure how to teach phonological awareness, he says, "How am I expected to learn it on my own."</p> <p>A student says, "It's too bad we can't go to the museum when we're doing our unit on the dinosaurs."</p>	<p>For a unit on dinosaurs the teacher really needs more books, but the program only has three for which to choose.</p> <p>The teacher knows she should learn more about teaching literacy, but the program only offered one professional development day last year and the teacher did not pursue additional professional development.</p> <p>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</p>	<p>Books and materials are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates use of technology.</p> <p>The teacher provides her preschool class a range of books and materials about dinosaurs; no matter their developmental level, all students can participate in related activities.</p> <p>The teacher took an online course on sign language to expand her knowledge of other forms of communication.</p> <p>The teacher distributes family literacy bags to encourage reading at home.</p>	<p>The teacher expands the literacy center and has the students create class books.</p> <p>The teacher attends the Early Childhood Educators Summit, collects available resources, and integrates them into practice.</p> <p>The teacher invites local community professionals into the classroom to talk about their jobs during the Community Helper Unit</p>
<b>1e Designing Coherent Instruction General Examples</b>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates 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.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

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1e Specific Examples	<p>After being introduced to the parts of the plant the teacher plans to have his preschoolers complete a worksheet.</p> <p>The teacher assigns circle time seating alphabetically.</p> <p>The teacher's lesson plans are written on sticky notes.</p>	<p>After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</p> <p>The teacher found a globe to use as a supplemental resource during the social studies unit.</p> <p>The teacher always lets students self-select their learning centers because they behave better when they can choose who they want to sit with.</p> <p>The teacher's lesson plans are formatted, but the timing for many activities is too long to maintain student participation.</p>	<p>The teacher reviews her learning activities and rewrites some of the activities to make them more challenging.</p> <p>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</p> <p>The teacher reviews lesson plans with her supervisor; they are well structured with pacing times and activities clearly indicated.</p>	<p>The teacher's unit on dinosaurs includes a variety of high-level activities throughout the classroom. Students choose those that suit their approach to learning.</p> <p>While completing their projects, the students have access to a wide variety of resources.</p> <p>After the cooperative group activity, students reflect on their experience and make suggestions for new materials to expand a center.</p> <p>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to connect the current lesson outcomes to those they previously learned.</p>
1f Designing Student Assessments General Examples	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
1f Specific Examples	<p>The teacher only administers a standardized test pulling the student aside and often timing responses.</p> <p>The teacher has no documentation supporting a determined outcome level.</p> <p>The teacher says, "The program only gave me two curriculum choices, so I just have to keep moving."</p>	<p>The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.</p> <p>Despite half of the students being able to identify the colors, the teacher plans a unit on colors.</p> <p>The teacher has some documentation supporting the determined outcome level.</p>	<p>Based on the previous day's formative assessment, the teacher plans to have five students work on a more challenging activity, while she works with six other students to reinforce the concept.</p> <p>Teacher has a variety of assessments including child's work, anecdotal notes and checklists to support the determined outcome.</p> <p>Based on the "KWL" chart the teacher will organize children in different groups during the next activity.</p>	<p>Teacher invites students to select work samples that support their determined outcome level.</p> <p>The teacher ensures that there is documented evidence to support the teacher determined ranking for each domain.</p> <p>A team consisting of classroom teachers, therapists, parents, and support staff participate in the design on student assessment.</p>

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<b>2a. Environment of Respect and Rapport</b> <b>General Examples</b>	<p>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.</p> <p>Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>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, culture, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitive to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.</p>
<b>2a Specific Examples</b>	<p>A student slumps in his/her chair following a comment by the teacher.</p> <p>A student says, "you're not my friend" and the teacher does not respond.</p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work/play with other students.</p> <p>Teacher does not call students by their names.</p>	<p>Students attend passively to the teacher, but tend to talk, fidget, etc. when other students are talking.</p> <p>Only a few students engage fully with the teacher and/or others in the classroom, even when put together in small groups.</p> <p>Students give minimal positive response following a classmate's presentation to the class.</p> <p>Teacher says, "Use your kind words" Student shrugs her shoulders and walks away.</p>	<p>Teacher greets students by name as they enter the class or during the lesson.</p> <p>The teacher gets on the same level with students, such as kneeling beside a student working/playing.</p> <p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students give positive response following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>Teacher and students use courtesies such as "please/thank you, excuse me".</p> <p>Teacher models and encourages the use of "kind words" and the insults stop.</p>	<p>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students say, "Shh" to classmates while the teacher or another student is speaking.</p> <p>Students clap enthusiastically for one another's presentations for a job well done.</p> <p>The teacher says, "That's an interesting idea, Josh, tell me more..."</p>

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<b>2b Establishing a Culture for Learning</b> General Examples	<p>The classroom 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.</p> <p>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>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.</p> <p>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</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
<b>2b Specific Examples</b>	<p>Class time is devoted more to adult socializing than to learning.</p> <p>The teacher tells students, “We’re doing apples because it’s fall.”</p> <p>Teacher says to a student: “Here, let me do it.”</p> <p>Students turn in rushed or incomplete work exhibiting little or no pride in their work.</p> <p>Students don’t engage in work/play and the teacher ignores it.</p> <p>Almost all of the activities are busy work.</p>	<p>Teacher says: “Let’s get through this, then we can go outside”</p> <p>Teacher says: “I think most of you will be able to do this.”</p> <p>Teacher does not encourage students who are struggling.</p> <p>Some students get to work right away after entering a learning center.</p>	<p>Teacher says: “This is important; you’ll need to be able to write your name.”</p> <p>Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.”</p> <p>Teacher encourages the student to continue working in a center for “two more minutes” before moving to a new center. The student accepts it without complaint.</p> <p>Most students get to work right away after entering a learning center.</p>	<p>The teacher enthusiastically says: “It’s really fun to find out what’s inside a pumpkin”.</p> <p>In the block area one student asked another how they built a structure.</p> <p>Student asks the teacher whether she can add/extend a piece of work/project since she now sees how it could be improved.</p> <p>Students work even when the teacher isn’t working with them or directing their efforts.</p>
<b>2c Managing Classroom Procedures</b> General Examples	<p>Much instructional time is lost due to inefficient classroom routines and procedures.</p> <p>There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>



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<b>2c Specific Examples</b>	<p>When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc.</p> <p>The distribution of supplies is time-consuming.</p> <p>Students bump into one another lining up to wash their hands.</p> <p>Teacher's procedure for roll taking consumes much time and students are not engaged.</p> <p>Most students ask what they are to do or look around for clues from others.</p>	<p>Some students not working with the teacher are off-task</p> <p>Transition between large and small group activities requires extended time but is accomplished.</p> <p>Students ask what they are to do when materials are being distributed or collected.</p> <p>Students ask some clarifying questions about procedures</p> <p>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</p>	<p>Students get started on an activity while the teacher takes attendance.</p> <p>The teacher uses a variety of songs for transition.</p> <p>Students are given assigned jobs for the classroom (e.g. line leader, snack helper).</p> <p>There is an established color-coded system indicating where materials should be stored.</p> <p>Clean-up is efficient.</p>	<p>Students redirect classmates in small groups to stay on task.</p> <p>In dramatic play the student reminds classmates, "You're the baby, I'm the mommy"</p> <p>A student re-directs a classmate to the table he should be at following a transition.</p> <p>Students independently check themselves into class on the attendance board.</p> <p>Teacher provides pitchers for self-serving of juice.</p>
<b>2d Managing Student Behavior General Examples</b>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students</p>
<b>2d Specific Examples</b>	<p>The teacher notices student misbehavior, but appears helpless to do anything about it.</p> <p>Students are nudging each other during circle with no attempt by the teacher to stop them.</p> <p>An object flies through the air without apparent teacher notice.</p> <p>Students are running around the room, resulting in chaos.</p> <p>Students use their toys from home and the teacher doesn't do anything.</p>	<p>Classroom rules are posted, but neither teacher nor students refers to them.</p> <p>The teacher repeatedly asks students to take carpet squares; some ignore her.</p> <p>To one student the teacher says, "The block center is full." To another student, the teacher says, "go ahead, you can play in the block center".</p>	<p>While working in a small group, the teacher says to children in the art center, "is there a problem over there I can help you with?"</p> <p>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</p> <p>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</p>	<p>The teacher notices that some students are nudging each other during circle time, and without a word, moves closer to the students and the nudging stops.</p> <p>The teacher asks to speak to a student privately about misbehavior.</p> <p>A student reminds his classmates of the class rule about keeping your hands to yourself.</p>

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<b>2e Organizing Physical Space</b> General Examples	<p>The physical environment is unsafe, or many students don't have access to learning.</p> <p>There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some 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; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<b>2e Specific Examples</b>	<p>Items labeled as "keep out of the reach of children" are left on the table.</p> <p>Centers are not provided for learning through play.</p> <p>A white board is in the classroom, but it is facing the wall.</p>	<p>The teacher ensures that dangerous chemicals are stored safely.</p> <p>Centers are provided for learning through play but have limited materials.</p> <p>Technology is used as a child directed activity only, not to extend a lesson.</p>	<p>There are established guidelines concerning where personal belongings are put.</p> <p>Centers are clearly defined, organized, and with sufficient materials for learning through play.</p> <p>Technology is used to extend the lesson (i.e.-iPad, computer games, internet, and digital camera).</p>	<p>Students ask if they can move the furniture to support their expansion of imaginative play (i.e.-chairs for a train).</p> <p>A student asks permission to turn the music down.</p> <p>Student moves to the quiet space in the classroom to calm himself.</p> <p>A student suggests an application for the white board for an activity.</p>
<b>3a Communicating with Students</b> General Examples	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing.</p> <p>Teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>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.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates the instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content, and in explaining concepts to their classmates.</p> <p>Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a Specific Examples</b>	<p>The teacher yells across the room to address students.</p> <p>Teacher provides scissors and magazines, and invites children to explore but the teacher does not supervise the activity.</p> <p>Majority of the students become disruptive, are lying on the floor, or talking to one another during circle time.</p>	<p>Teacher sometimes secures children's attention by kneeling at their level when talking to them.</p> <p>Teacher introduces activity using basic themes and materials.</p> <p>Teacher introduces materials and activities without demonstration or details.</p>	<p>Teacher gives a verbal directive that when the timer sounds each child will trade books with his or her book buddy.</p> <p>If appropriate, the teacher models the process to be followed in the task.</p> <p>Teacher provides pictures or props for children to respond to questions being asked.</p> <p>Teacher provides picture cues to assist students in the completion of tasks.</p> <p>Teacher introduces content through a variety of modalities including demonstrations and detailed explanations.</p>	<p>The teacher says, "This word has two meanings, what do you think the word means...that's right and it also means_____."</p> <p>Teacher provides multi-modalities (e.g. pictures, voice output device) for children to respond to questions being asked based upon their individual needs and styles.</p> <p>Teacher uses a sentence-building strip to solicit detail in the activity in order to support differentiated instruction.</p> <p>When student asks for help with a concept, teacher directs them to a more competent peer.</p>
<b>3b Questioning and Discussion Techniques General Examples</b>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.</p> <p>Students formulate many questions, initiate topics and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
<b>3b Specific Examples</b>	<p>Teacher says, "We are not talking to one another, you must listen to me right now."</p> <p>Teacher responds to a student's answer with, "That's wrong, the answer is_____"</p>	<p>Teacher asks Johnny a question...he does not respond... so the question is then posed to Sarah who answers the question.</p> <p>Teacher only calls on students who have their hands raised, or repetitively shout out.</p>	<p>The teacher models appropriate participation in group or class discussions, including polite interactions, one person speaking at a time or asking questions. (with appropriate wait time)</p> <p>During center time children are engaged in conversation with one another without teacher support.</p> <p>The teacher asks children questions that involve detailed answers instead of one-word responses providing appropriate wait time.</p>	<p>A student asks, "What if...?"</p> <p>A student says, "Hey I have an idea!"</p> <p>Students have three to four verbal exchanges adding detail to their story about their castle in block area.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3c Engaging Students in Learning</b> <b>General Examples</b>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses.</p> <p>The pace of the lesson is too slow or rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>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.</p> <p>In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
<b>3c Specific Examples</b>	<p>Learning tasks require only recall or have a single correct response or method.</p> <p>The teacher continues to read a book even though children are not engaged.</p> <p>Teacher provides music and scarves, without supervision, and children use materials inappropriately.</p> <p>Students complete worksheets.</p>	<p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students have no choice in how they complete tasks.</p> <p>Teacher asks basic questions during circle time, such as "What day is today, what is the weather, what month is it?"</p> <p>Teacher states that they must cover a box and make it red and provides them with red paint only.</p> <p>There is a recognizable beginning, middle, and end to the lesson.</p>	<p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking</p> <p>Students have some choice in how they complete learning tasks.</p> <p>Teacher identifies three children who needed to work on cutting skills with support from teacher while other group of students cut independently with supervision.</p> <p>Teacher states that they must cover a box and make it red; the students choose what art materials they want to achieve the task.</p> <p>There is a clear beginning, middle, and end to the lesson.</p>	<p>Students attempt to complete a task in more than one-way before asking for help.</p> <p>Students are independently engaged in imaginative play and exploration in learning centers.</p> <p>Two children set up a restaurant in dramatic play and invite another student to come and order food.</p> <p>During transition from centers to snack, teacher invites students to the circle area to recall what they have done during center time</p>

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<b>3d Using Assessment in Instruction</b> General Examples	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students.</p> <p>Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work.</p> <p>Questions/prompts/ assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions/prompts/ assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning.</p> <p>Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>
<b>3d Specific Examples</b>	<p>No evidence that any type of assessment is conducted.</p> <p>The teacher says, "No that is not right."</p>	<p>Teacher documents observations inconsistently.</p> <p>Teacher keeps a checklist of skill development with a small sampling of student work.</p> <p>Teacher says, "Good job everyone." And does not specify the feedback.</p> <p>Teacher conducts assessment only when summative reporting is due.</p>	<p>Teacher chooses items to be added to the student's portfolio.</p> <p>Teacher follows through with "review" portion of "plan, do, review" with only selected children.</p> <p>The teacher circulates throughout the room during center time, documenting observations consistently.</p> <p>A teacher uses the children's input to complete a KWL chart (What do I Know – What do I Want to Know – What did I Learn?)</p> <p>Teacher conducts assessment regularly on all children.</p>	<p>All students are encouraged to select items to be included in their portfolio.</p> <p>Teacher reviews anecdotal records, skill checklists, parent survey, therapist's reports and student selected work samples prior to planning next week's lesson.</p> <p>The teacher uses culturally sensitive assessments to collect data to identify areas of focus for future learning and development. Outcomes delivered in the language requested by the family, and whenever possible family feedback is incorporate.</p>
<b>3e Demonstrating Flexibility and Responsiveness</b> General Examples	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>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 minor adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>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.</p> <p>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.</p>

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<b>3e Specific Examples</b>	<p>Teacher says to a child, "If you can't use that toy right then I am putting it away."</p> <p>Teacher says, "You should know how to put your coat on you are 4 years old."</p> <p>Teacher says to student, "If your dad would give you a spoon at home, you wouldn't be using your fingers."</p>	<p>While facilitating a counting-bear activity, the students begin sorting. The teacher continues with a focus on counting.</p> <p>Teacher says, "You need to put your coat on now to go outside." Teacher does not offer support to the student.</p>	<p>Students indicated interest in airplanes and the teacher added a paper airplane making activity to her next week's lesson plan.</p> <p>Teacher stops an activity and says, "I can see that you need to get your wiggles out. Then the lesson is stopped and changed.</p> <p>Teacher modifies the classroom mood by turning the lights down for story time.</p> <p>Teacher allows a student to hold a fidget toy during group lesson.</p>	<p>A student comes into the classroom with a cast due to a broken arm and the teacher changes the morning lesson to allow other children to ask questions and learn about what happened.</p> <p>Students observe a spider outside during a walk. The teacher stops to teach the students about spiders.</p> <p>Teacher acknowledges that a student needs to have his shoe tied and directs him to another student in the room that has recently learned to tie her shoes.</p>
<b>4a Reflecting on Teaching General Examples</b>	<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.</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.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its 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 makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing 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>
<b>4a Specific Examples</b>	<p>Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"</p> <p>The teacher says: "That was awful; I wish I knew what to do!"</p>	<p>At the end of the lesson the teacher says, "I guess that went okay." The teacher says: "I guess I'll try _____ next time."</p>	<p>The teacher says: "I wasn't pleased with the level of engagement of the students because they were distracted"</p> <p>The teacher documents on lesson plan several possible lesson improvements.</p>	<p>The teacher says: "I think that lesson worked pretty well, although I was disappointed in the level of engagement of the students. Johnny asked when we were going to go outside and several other students said "I'm bored."</p> <p>In conversation with colleagues, including related staff, the teacher considers different group strategies for improving a lesson.</p>
<b>4b Maintaining Accurate Records General Examples</b>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non- instructional records, is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

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<b>4b Specific Examples</b>	<p>The teacher says “I misplaced the data collection sheets for my class but it doesn’t matter-I know what the students can do”</p> <p>On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</p> <p>Teacher doesn’t maintain communication related to child progress with the family.</p>	<p>The teacher says: “I’ve got all these notes about how the kids are doing; I should put them into the system but I just don’t have the time”</p> <p>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before leaving.</p> <p>Teacher communicates occasionally with the families about child progress.</p>	<p>The teacher records students’ progress toward individual learning goals.</p> <p>The teacher creates a spreadsheet for tracking which students have paid for their school pictures.</p> <p>Teacher maintains a class attendance sheet.</p> <p>Teacher has a classroom procedure for unpacking backpacks (lunchbox, work folder, communication book, etc).</p> <p>Teacher communicates frequently with the families about child progress.</p>	<p>When asked about an activity during the day, a student proudly shows her project and can explain how she created it.</p> <p>Teacher facilitates daily journaling for children to share accomplishments with parents.</p>
<b>4c Communicating with Families General Examples</b>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>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. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
<b>4d Specific Examples</b>	<p>When asked what information is shared with parents, teacher says, “Nothing.”</p> <p>Teacher says, “I would invite the parent’s in, if it didn’t disrupt the classroom.”</p> <p>During IEP meeting, teacher hands IEP to parent and says, “Here, sign this.”</p>	<p>Teacher sends information home on PA standards but doesn’t connect them to classroom activities.</p> <p>In response to parent question about child’s progress, teacher emails back “He’s doing fine.”</p> <p>Teacher sends a newsletter home outlining Christmas activities</p>	<p>The teacher-sends weekly newsletter home to families, including information that describes current and upcoming class activities, community and/or school projects, home connection activities, field trips, etc.</p> <p>The teacher-created monthly progress report is sent home for each student regarding their individual learning goals</p> <p>The teacher sends home a project for the family to complete together (i.e. star of the week)</p>	<p>Students create materials for “Back to School” night that show families what they’re learning and experiencing in school (i.e. documentation panels)</p> <p>A daily communication log describing student learning experiences is sent home for a response from a parent or guardian.</p> <p>A part of newsletter teacher researches and shares relevant community resources.</p>

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<b>4d Participating in Professional Community</b> <b>General Examples</b>	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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.</p>
<b>4d Specific Examples</b>	<p>The teacher doesn't share instructional strategies with his colleagues. He figures that if his students do well, it will make him look good</p> <p>The teacher doesn't attend required PLC (professional learning communities) meetings</p> <p>The teacher doesn't attend any school/organization function beyond the work day</p> <p>The teacher says, "Don't ask me to serve on any school/organization committee."</p>	<p>The teacher inconsistently shares instructional materials with his colleagues.</p> <p>The teacher only attends PLC-meetings when reminded by her supervisor.</p> <p>The teacher only contributes to the discussion when asked a question by the supervisor</p>	<p>The teacher is open to sharing successful instructional strategies with others.</p> <p>The teacher has decided to take some of the free online courses and to share his learning with colleagues.</p> <p>The teacher enthusiastically volunteers to run the book fair because of her background as a librarian.</p>	<p>The teacher leads the "mentor" teacher group, devoted to supporting new teachers during their first year of teaching.</p> <p>The teacher hosts "Caring &amp; Sharing" group that meets monthly; to collaborate with families on topics that will enhance their skills in supporting their children with Autism.</p> <p>The teacher leads the school's annual Family Day, involving all students and faculty in activities.</p> <p>Teacher volunteers to participate in a pilot program for teacher assessments.</p>
<b>4e Growing and Developing Professionally</b> <b>General Examples</b>	<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>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Teacher finds limited ways 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 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>



	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e Specific Examples</b>	<p>The teacher never takes continuing education courses, even though the credits would increase his salary.</p> <p>The teacher endures the supervisor's annual observation in her classroom, knowing that if she waits long enough the supervisor will eventually leave and she can simply discard the feedback form.</p> <p>Despite being an early childhood educator for more than twenty years, the teacher declines involvement in a NAEYC affiliate group due to the cost.</p>	<p>The teacher attends school/organization workshops and professional development days, but doesn't make use of the materials received.</p> <p>The teacher listens to his supervisor's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</p> <p>The teacher joins the local chapter of the American Library Association because she might benefit from the free books-but otherwise doesn't feel it's worth too much of her time.</p>	<p>The teacher eagerly attends optional-workshops finding them to be a wealth of instructional strategies he can use throughout the year.</p> <p>The teacher requests a walk through visit from the supervisor.</p> <p>The teacher joined a NAEYC affiliate group and finds that it provides her access to resources for her development as a professional.</p>	<p>The teacher has initiated an action research project in order to improve her own instruction.</p> <p>The teacher working on a particular instructional strategy asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</p> <p>The teacher founded a local organization to devote to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</p>
<b>4f Showing Professionalism General Examples</b>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity, and confidentiality.</p> <p>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.</p> <p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f Specific Examples</b>	<p>The teacher makes errors when recording the data sheets-but doesn't tell his colleagues.</p> <p>The teacher doesn't realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford daycare.</p> <p>The teacher fails to notice that one of her students is often ill, looks malnourished, and frequently has bruises on her arms and legs.</p> <p>When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</p> <p>The teacher doesn't file her students' data collection sheets in their folders; it's time consuming and she wants to leave early for vacation.</p>	<p>The teacher considers staying late to develop some activities to help some of her students but realizes it conflicts with her gym class so she decides against it.</p> <p>The teacher notices a student struggling in his class and sends a quick e-mail to supervisor. When he doesn't get a response, he assumes it has been taken care of.</p> <p>When her colleague goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but doesn't offer any further assistance.</p>	<p>The teacher notices some speech delays in a few of her young students; the referral form shows she called in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</p> <p>The teacher shares a note from the Curriculum Council chair that says, "I appreciate when you attend our meetings-you always contribute something meaningful to the discussion.</p> <p>There is no evidence of violations of school regulations.</p>	<p>Teacher acts as a mentor for other teachers.</p> <p>The teacher counsels a colleague regarding her inappropriate comments about a disadvantaged student.</p> <p>The teacher schedules weekly-sessions with the special education staff to determine new instructional strategies and resources for them to discuss for supporting students.</p> <p>When the school/organization adopts a new web-based program, the teacher learned it inside and out so that she could assist her colleagues with the implementation.</p>