

Performance Standard 2: Instructional Planning

Exemplary* <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	The teacher plans using the Virginia Standards of Learning, the school division’s curriculum, as well as effective strategies, resources, and data to meet the differentiated learning needs of all students.	The teacher inconsistently uses the Virginia Standards of Learning, the school division’s curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan ,or plans without adequately using the Virginia Standards of Learning, the school division’s curriculum, or without using effective strategies, resources, or data to meet the needs of all students.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i> Planned using Virginia Standards of Learning and division curriculum guides during the timeframe recommended in the ACPS pacing guide; planned with third grade team during weekly PLC meetings; administered assessments in accordance with ACPS Literacy Program’s Reading Assessment Schedule; administered benchmark tests; administered ongoing formative assessments; analyzed data from these assessments and differentiated accordingly</p>			

Performance Standard 3: Instructional Delivery

Exemplary* <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
The teacher optimizes students’ opportunities to learn by engaging them in higher-order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ individual learning needs.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i> Integrated Thinking Maps into instruction; differentiated instruction; provided scaffolding to ensure success for all students; provided hands-on instruction; collaborated with special education teacher during reading and math blocks; integrated technology to enhance learning; students engaged in meaningful work including partner and small group work; checked for understanding and provided meaningful feedback</p>			