| PN - Patricia Nolan | Failing | Needs Improvement | Proficient | Distinguished |
| CD - Christiana D'Agostino | | | | |

WASD: Teacher Rubric

Domain 1 - Planning and Preparation

1a - Demonstrating knowledge of content and pedagogy

		PN CD	

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher's plans and practice demonstrate evidence of little to no knowledge of the important concepts in the discipline, prerequisite relationships between them, or of the instructional practices specific to that discipline and alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of knowledge of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of the application of the important concepts in the discipline, prerequisite relationships between them and of the instructional practices specific to that discipline and their alignment to PA Academic Standards.	Teacher's plans and practice demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when designing instruction and designs strategies for causes of student misunderstanding. Teacher shows strong evidence of building alignment with PA Academic Standards and differentiates for student progress in planning.

1b - *(FC)* Demonstrating knowledge of students

			PN CD

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher's plans contain little to no evidence of knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has done nothing to seek such understanding.	Teacher shows awareness of the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has added to that knowledge for the class as a whole.	Evidence that the teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and seeks to incorporate that knowledge into the planning for specific groups of students.	Teacher actively seeks knowledge of Students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and uses this knowledge regularly in planning for the benefit of individual students.

EVIDENCE:

Pre-Observation Conference Form

| Characterize the class. Explain your greatest challenges with your students and how you use data to inform your decision making. | Patricia Nolan |

2nd grade and 3rd grade (2 groups - group C and group D)Akshitha (2nd) - group C - intermediate - loves to help Alex (3rd) - group C - beginner, struggles in his native language as wellKaty (3rd) - group C - confidence is low Raj (3rd) - group D - low intermediate - asks a lot of vocabulary questionsIvan (3rd) - group D - high intermediate - love of social interaction distracts him and other students from learningManami (3rd) group D - advanced - loves to help, loves readingMeeriem (3rd) group D - advanced - loves to help, loves reading, gets frustrated if she's not the best I have Akshitha, Alex, and Katy all in a group. Both of these girls really work well with Alex. Akshitha loves to help anyone so she is very patient with him. Katy gains confidence because she can explain some things to him and also does not feel awkward asking questions because she feels comfortable in this small group of students. I have Raj, Ivan, Meeriem and Manami in a group. They also work with Maryam, Raeef, and Jason in 4th grade when they are here at the same time. Raj and Meeriem are good to put together because Raj has a lot of vocabulary questions that Meeriem can usually answer. I have Ivan and Manami working together because Manami doesn't put up with him trying to distract and have social time. She loves to do her work and she is pretty good at getting him to stay on task with her.

1c - Setting instructional outcomes

		PN CD	

FAILING

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to PA Academic Standards or are stated only as activities. They do not permit viable methods of assessment.

NEEDS IMPROVEMENT

Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.

PROFICIENT

Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, are appropriate for different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.

DISTINGUISHED

Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and PA Academic Standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students and different styles of learning.

1d - Demonstrating knowledge of resources ☐ ☐ **PN** ☐CD☐ ☐

FAILING

Teacher demonstrates little to no familiarity with resources to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.

NEEDS IMPROVEMENT

Teacher shows evidence of some familiarity with resources available through the school or district to enhance personal knowledge, to use in teaching, or for students who need them. Teacher does not actively seek to extend such knowledge.

PROFICIENT

Teacher is fully aware of resources available through the school or district to enhance own knowledge and develops and maintains a database or list of resources, and uses them in teaching, or to meet individual student needs.

DISTINGUISHED

Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, and uses them in teaching, and to meet individual student needs.

1e - *(FC)* Designing coherent instruction ☐ ☐ **PN** ☐CD☐

FAILING

The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.

NEEDS IMPROVEMENT

The series of learning experiences shows evidence of partial alignment with instructional outcomes, some of which may engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.

PROFICIENT

Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

DISTINGUISHED

Teacher coordinates and aligns knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and includes different pathways according to student needs.

EVIDENCE:

Pre-Observation Conference Form

Give an overview of your lesson. Identify how you plan to keep your students engaged and motivated to learn.   Patricia Nolan

Group C- We will be working on Unit 6. We just began this unit on Monday. Our big question is "Why do people work together?". Wednesday, our objectives are acquiring academic vocabulary, using subject pronouns, learning our reading strategy ->summarize. If time allows, we will also work on daily writing. Our topic will be "write about a time you have helped someone."Alex is a beginner so he will just draw pictures of this and label his drawing. Akshitha and Katy will write 3-5 sentences. To keep students involved with vocabulary, I ask them to hold up 1 finger if they do not know the word, 3 if they think they know it, 5 if they know it and can explain it. To keep students involved with learning pronouns, I will have them writing on the board and using gestures. To keep students involved with learning our reading strategy, they will be orally giving summaries and working together to do so. Group D - will be working together. They all read Charlotte's web (partially) with Dr. Dierker's class except Raj, who came later in the year. I don't have time to go in depth teaching it to them, but I did want them to be able to comprehend the story. For this reason, they are creating a picture book of Charlotte's Web. Their task is to write a 5 sentence summary about each chapter. Since they all read the novel, but don't remember each chapter specifically, they need to reread. They only have to do half of the chapters because their partner is doing the other half. This means they are writing 11 chapter summaries. They will then transfer those summaries to StoryJumper and add pictures to go along with each chapter. Manami and Ivan are thinking of orally reading/recording the summaries on the chapter book, while Meeriem and Raj are considering typing. They love the idea of making a book for their classmates, such as Alex, who is in third grade and should read Charlotte's Web, but is unable to because of his English skills. This makes them feel important. They also enjoyed that the books they create on StoryJumper can be purchase and can be translated into their native languages.

1f - *(FC)* Designing student assessment ☐ ☐ **PN** ☐CD☐ ☐

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. There is no evidence that assessment results influence planning.	Teacher's plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students. Teacher shows some evidence of intent to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher shows specific evidence of intent to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher shows clear evidence of intent to use assessment results to plan future instruction for individual students.

EVIDENCE:

Pre-Observation Conference Form

How do you use multiple forms of assessment including diagnostic, formative and summative to plan instruction and inform your work? Explain how you clarify expectations and/or provide feedback for students.

Patricia Nolan

I have formative assessments of 1, 3, 5 fingers for vocabulary. I will also be assessing the students while they are working on the board and orally providing summaries. The final picture book is their summative assessment. This shows me that they can comprehend the chapter and pull out the main ideas. I provided them with a rubric.

Domain 2 - Classroom Environment

2a - *(FC)* Creating an environment of respect and rapport
[ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and are characterized by sarcasm, put-downs, or conflict. Standards of behavior are not clear or visible in the classroom.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Minimal evidence of clear standards of behavior being visible in the classroom.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Standards of behavior are clear and visible and there is evidence that standards are consistently maintained.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. Evidence that the teacher places a high priority on appropriate and respectful behavior and interaction and behavioral standards are clear and consistent.

2b - *(FC)* Establishing a culture for learning
[ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject in evidence, modest expectations for student achievement, and little student pride in work. Evidence that both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating visible pride in their work.	Evidence of high levels of student energy and teacher passion for the subject that create a culture for learning in which everyone shares a belief in the importance of the subject. All students hold themselves to high standards of performance, for example by initiating improvements to their work.

2c - *(FC)* Managing classroom procedures
[ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Much instructional time is lost due to	Some instructional time is lost due to	Little instructional time is lost due to	Students contribute to the seamless

inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non- instructional duties.

classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Class period runs smoothly and efficiently.

operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Evidence of a community that takes pride in their classroom operation.

2d - Managing student behavior

[ ] [ ] [PN] [CD] [ ]

FAILING

No evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is inconsistent, repressive, or disrespectful of student dignity.

NEEDS IMPROVEMENT

Evidence that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

PROFICIENT

Evidence that standards of conduct are clear to students, and that the teacher monitors student behavior against those standards. Teacher response to student misbehavior is consistent, appropriate and respects the students' dignity.

DISTINGUISHED

Standards of conduct are clear, with evidence of student participation in setting and maintaining them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e - *(FC)* Organizing physical space

[ ] [ ] [PN] [CD] [ ]

FAILING

The physical environment is unsafe, or some students do not have access to learning. There is poor alignment between the physical arrangement and the lesson activities.

NEEDS IMPROVEMENT

The classroom is safe, and essential learning is accessible to most students. Teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.

PROFICIENT

The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.

DISTINGUISHED

The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Opportunities are available to all learning styles. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3 - Instruction

3a - *(FC)* Communicating with students

[ ] [ ] [PN] [ ] [CD]

FAILING

Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.

NEEDS IMPROVEMENT

Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.

PROFICIENT

Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.

DISTINGUISHED

Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

3b - *(FC)* Using questioning and discussion techniques

[ ] [ ] [PN] [CD] [ ]

FAILING

Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.

NEEDS IMPROVEMENT

Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.

PROFICIENT

Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The students are engaged and participate in the discussion, with the teacher stepping aside when

DISTINGUISHED

Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

appropriate.

3c - *(FC)* Engaging students in learning [ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Activities and assignments, materials, and groupings of students are inappropriate and ineffective to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate and effective for the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully developed or maintained.	Activities and assignments, materials, and groupings of students are fully appropriate and effective for the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pacing.	Students are highly intellectually engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities, student groupings, and materials. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.

3d - *(FC)* Using assessment in instruction [ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction through self- assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self- assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

3e - Demonstrating flexibility and responsiveness [ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson. aside student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher lacks a repertoire of strategies to allow for adaptation of the lesson.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher maintains a broad repertoire of strategies and uses them quickly and effectively.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or expression of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies and shows evidence of actively seeking new strategies.

Domain 4 - Professional Responsibilities

4a - *(FC)* Reflecting on teacher and student learning [ ] [ ] [CD] [PN]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a sometimes accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness and the degree to which outcomes were met and cites evidence to support the judgment. Teacher makes specific suggestions for lesson	Teacher's reflection accurately and effectively assesses the lesson's effectiveness and the degree to which outcomes were met, cites specific examples; offers specific alternative actions drawing on an extensive

EVIDENCE:

Pre-Observation Conference Form

How do you reflect on your practice? How has your practice changed based on your reflection? How will you share your effective practices with your peers?   Patricia Nolan

I reflect every day while the lesson is happening and when Tiffany and I talk afterwards. I also reflect on my way home and on my way to work. This especially helps with Alex. Because he is a beginner, and I don't ever have too many beginners, it is hard to know what exactly will work for him in order for him to benefit most. Usually it is just trial and error until I see he is really beginning to understand. It's funny because when I act things out a lot for him or draw pictures, the two girls in his group will follow my lead and try to do the same with him. It's really helpful and I love that they catch on to things that I do!I think it is important to do this so that I can make sure my students are progressing in the English Language.

4b - System for managing students' data   [ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray.	Teacher's information management system for student completion of assignments, progress in learning and non- instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy.	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information.

4c - *(FC)* Communicating with families   [ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	Teacher provides minimal and/or occasionally insensitive communication and response to family concerns. Partially successful attempts are made to engage families in the instructional program with no attention to adaptations for cultural issues.	Teacher provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns. Frequent, successful efforts to engage families in the instructional program are the result of flexible communication.	Teacher provides frequent, culturally-appropriate information to families with student input; successful efforts are made to engage families in the instructional program to enhance student learning.

EVIDENCE:

Pre-Observation Conference Form

How do you effectively communicate with families about instructional programs, student progress, and respond to family concerns? How frequently do you communicate with families?   Patricia Nolan

I communicate through email and talking points (an app that translates texts to their native language). I communicate whenever necessary.

4d - *(FC)* Participating in a professional community   [ ] [ ] [PN] [CD] [ ]

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties. The teacher will sometimes become involved in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include voluntary active participation and substantial contributions to a culture of professional inquiry, school events	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district

and school/district projects.   projects.

EVIDENCE:

Pre-Observation Conference Form

How do you see your role in our school as a professional learning community?   Patricia Nolan

I am the only ESL teacher in the building so all the teachers come to me for advice on teaching their ELs. I try to provide them with as much information as I can in order for them to adapt their lessons, assignments, and tests to the ELs. In the beginning of the year, I give them information on each student as well as a culture gram, scores, and ways to modify and adapt.

4e - *(FC)* Growing and developing professionally

PN | **C D**

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts feedback on performance with reluctance and no evidence of change and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances, and adapts suggestions for change and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for leadership roles in professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.

EVIDENCE:

Pre-Observation Conference Form

How do you seek out professional development opportunities and feedback based on professional performance?   Patricia Nolan

I get emails about professional development and ask Trish if I can attend the sessions I feel would be beneficial.

4f - Showing professionalism

PN | **C D**

FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher's interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher's interactions are characterized by honesty, integrity, confidentiality and assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenges negative attitudes and practices, and promotes full compliance with regulations.