

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.	<b>The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</b>	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

**PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	<b>The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.</b>	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.	The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			