

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Safety and Arrangement of Furniture</b>	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
<b>Accessibility to Learning and Use of Physical Resources</b>	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

### Domain 3: Instruction

#### Component 3a: Communicating Clearly and Accurately

For students to become engaged in learning, they must be exposed to clear directions and explanations. Clear and accurate communication has two elements.

The first element is clarity of directions and procedures. When students work independently or in small groups, the information they receive must be clear. Clear directions may be given orally, in writing, or in combination of the two.

The second element is the quality of oral and written communication. Because teachers communicate to students largely through language, the language must be audible and legible.

Students may model their use of language on that of their teachers. Consequently, teachers' language should reflect correct usage and contain expressive vocabulary. Teachers' language should also reflect a careful choice of words and a vocabulary suitable to the richness of a discipline.

#### POSSIBLE EVIDENCE:

- Teacher provides directions and procedures that are clear.
- Teacher uses age-appropriate vocabulary and professional language.
- Teacher provides oral and written communication that is audible and legible.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Directions and Procedures</b>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

### Domain 3: Instruction

#### Component 3b: Using Questioning and Discussion Techniques

Teachers' skill in questioning and in facilitating discussion is valuable for many instructional purposes such as challenging deeper student engagement and eliciting student reflection.

When teachers use skilled questioning, they engage in an exploration of content. Carefully framed questions enable students to reflect on their understanding and consider new possibilities. The questions rarely require a simple yes/no response and may have many possible correct answers. Experienced teachers allow students time to think before they must respond to a question and encourage all students to participate.

Experienced teachers also cultivate their skills in facilitating discussions. As a result, class discussions are animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge.

In a well-facilitated discussion, all students are engaged; students are drawn into the conversation; and the perspectives of all students are sought. In other words, all voice are heard. In the hands of a skilled teacher, discussion becomes a vehicle for deep exploration of content.

Last, a well-facilitated discussion uses questions posed by students. The formulation of questions activates students' curiosity and requires that they engage in analytical thinking. Such questions motivate them more than questions the teacher presents.

**POSSIBLE EVIDENCE:**

- ❑ Teacher uses questioning techniques that guide the student to the final concept.
- ❑ Teacher provides all students the opportunity to engage in the class discussion.
- ❑ Teacher allows for appropriate wait time for individual students.
- ❑ Teacher uses developmentally appropriate questions that promote in depth thinking and discussion.
- ❑ Teacher uses questions that will develop higher-order thinking skills.

Element	Level of Performance			
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<b>Quality of Questions</b>	Teacher’s questions are virtually all of poor quality.	Teacher’s questions are a combination of low and high quality. Only some invite a response.	Most of teacher’s questions are of high quality. Adequate time is available for students to respond.	Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited access.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**Domain 3: Instruction****Component 3c: Engaging Students in Learning**

Engaging students in learning is the purpose of teaching. All other components are the building blocks for student engagement, from planning and preparation, to establishing a supportive environment, to reflecting on classroom events.

Student engagement is not the same as “time on task,” a concept that refers to student involvement in instructional activities. Mere activity, therefore, is insufficient for engagement. Nor is simple participation enough. What is required for student engagement is *intellectual involvement* with the content, or active construction of understanding. Successful instruction requires the active and invested participation of all parties.

Physical materials may enhance student engagement in learning. What is required is *mental engagement*, which may or may not involve physical activity. Hands-on activity is not enough; it must also be “minds-on”.

**POSSIBLE EVIDENCE:**

- ❑ Teacher uses age-appropriate strategies and meaningful assignments that match the subject content including pacing of the material to allow for optimal learning.
- ❑ Teacher encourages students to make choices and take initiative into their own learning.
- ❑ Teacher groups students into appropriate groups for the task on hand.

- Teacher uses appropriate materials and resources to promote student understanding.

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<b>Presentation of Content</b>	Presentation of content is inappropriate and unclear or uses poor examples and analogies.	Presentation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Presentation of content is appropriate and links well with students' knowledge and experience.	Presentation of content is appropriate and links well with students' knowledge and experience. Students contribute to presentation of content.
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
<b>Instructional Materials and Resources</b>	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure. Pacing of the lesson is inappropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is appropriate the majority of the time.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for students.

## Domain 3: Instruction

### Component 3d: Providing Feedback to Students

Feedback is information provided to students about their progress in learning, and provides the foundation for individualized instruction. Even when instructional goals and learning activities are common to the entire class, the experience of individual students is distinct.

It is essential that teachers provide feedback equitably and that all students receive feedback on their work. To provide feedback, teachers must carefully watch and listen to students. Students reveal their level of understanding through the questions they ask, their approaches to projects and assignments, and the work they produce.

Feedback should be provided on all significant work: papers, tests, quizzes, and classwork. To be effective, feedback should be accurate, constructive, meaningful, specific, and timely. It is a teacher's responsibility to see that the feedback is accurate.

The value of feedback is maximized if students use it in their learning. In most cases, such student use of feedback requires planning by the teacher, and time must be made available for it.

#### POSSIBLE EVIDENCE:

- Teacher provides all students feedback on all significant work.
- Teacher provides feedback that is accurate, constructive, specific, timely, and promotes student self-improvement.
- Teacher provides students with the opportunity to receive feedback from peers and to perform self-evaluations.

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<b>Quality: Accurate, Meaningful, Constructive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
<b>Timeliness</b>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make use of the feedback in their learning.

## Domain 3: Instruction

### Component 3e: Demonstrating Flexibility and Responsiveness

Teaching means making hundreds of decisions daily. The most difficult decisions have to do with adjusting a lesson plan in midstream, when it is apparent that such adjustments will improve students' experience.

Teachers can demonstrate flexibility and responsiveness in three types of situations. One is an instructional activity that is not working. Students are not engaged, or reveal inadequate understanding of previous learning. The teacher, in other words, must be able to move to "Plan B."

The second situation that happens occasionally is a spontaneous event that provides an opportunity for valuable learning. Handling such events is a challenge every teacher faces, offering a "teachable moment" and a springboard for an important and memorable intellectual experience.

The third manifestation of flexibility and responsiveness relates to a teacher's sense of efficacy and commitment to the learning of all students. When some students experience difficulty in learning, a teacher who is responsive and flexible persists in the search of alternative approaches.

In general, flexibility and responsiveness are the mark of experience. Such a response requires both courage and confidence, which come with successfully meeting the challenges of teaching over a period of time.

**POSSIBLE EVIDENCE:**

- Teacher makes adjustments to lessons when needed.
- Teacher displays "withitness."
- Teacher demonstrates the ability to think on his/her feet and capitalizes on teachable moments.
- Teacher is able to adapt and modify curriculum to meet students' individual needs.
- Teacher is willing to use all available resources in and out of the district to meet the students' individual needs.

Element	Level of Performance			
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<b>Lesson Adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
<b>Response to Students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes opportunities to enhance learning, building on spontaneous events.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.