

Domain 3: Instruction				
	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component 3A: Communicating with Students	<p>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>Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused as to the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>Vocabulary is inappropriate to the age or culture of the students.</p>	<p>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>Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>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 refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</p> <p>Teacher must clarify the learning task so students can complete it.</p> <p>The teacher makes no serious content errors, although may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or juvenile for the students.</p>	<p>Instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained 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.</p> <p>Vocabulary is appropriate to the students' ages and interests.</p> <p>Teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If appropriate, teacher models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>Teacher makes minor content errors that have no negative impact on the lesson.</p> <p>Teacher's explanation of content is clear, and invites student participation and thinking.</p> <p>Vocabulary and usage are correct and completely suited to the lesson.</p> <p>Vocabulary is appropriate to the students' ages and levels of development.</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 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> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>Most students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class, or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p> <p>Teacher makes no content errors.</p>
Possible Examples:	<p>A student asks, "What are we supposed to be doing?" but it goes unanswered.</p> <p>Teacher states that to add fractions, they must have the same numerator.</p> <p>Students have a quizzical look on</p>	<p>Teacher mispronounces words.</p> <p>Teacher says, "And, oh by the way, today we're going to factor polynomials."</p> <p>A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.</p>	<p>Teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials."</p> <p>In the course of a presentation of content, the teacher asks, "Can anyone think of an example of</p>	<p>Teacher says, "Here's a spot where some students have difficulty...be sure to read it carefully."</p> <p>Teacher asks a student to explain the task to other students.</p> <p>When needed, a student offers</p>

	<p>their faces; some may withdraw from the lesson.</p> <p>Students become disruptive or talk among themselves in an effort to follow the lesson.</p> <p>Teacher uses technical terms without their meanings.</p> <p>The teacher says, "ain't."</p>	<p>Students ask, "What do I write here?" in order to complete a task.</p> <p>Teacher says, "Watch me while I show you how to..." with students asked to only listen and watch.</p> <p>A number of students do not seem to be following the explanation.</p> <p>Students are inattentive during the teacher's explanation of content.</p>	<p>that?"</p> <p>Teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</p>	<p>clarification about the learning task to a classmate.</p> <p>Teacher says, "Who would like to explain this idea to us?"</p> <p>Teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also means the same thing.</p>
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Component 3B: Using Questioning and Discussion Techniques	<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>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</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>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>Teacher calls on many students, but only a small number actually participate in the discussion.</p>	<p>While 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 open-ended questions, inviting students to think and/or have multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher builds on uses student responses to questions effectively.</p> <p>Discussions enable students to talk to one another, without age appropriate mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</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> <p>Students initiate higher-order questions.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion.</p>
Possible Examples:	<p>All of the questions are "recitation" type, such as "What is 3x4?"</p> <p>Teacher asks a question for which the answer is on the board; students respond by reading it.</p> <p>Teacher only calls on students who have their hands up.</p>	<p>Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</p> <p>Teacher asks, "Who has an idea about this?" the same three students offer comments.</p> <p>Teacher asks, "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.</p>	<p>Teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"</p> <p>Teacher uses plural form in asking questions, such as: What are some things you think might contribute to...?"</p> <p>Teacher asks, "Michael, can you comment on Mary's idea?" and he responds directly to Mary.</p>	<p>A student asks, "How many ways are there to get this answer?"</p> <p>A student says to another student, "I don't think I agree with you on this because..."</p> <p>A student asks, "Does anyone have another idea as to how we might figure this out?"</p> <p>A student asks, "What if...?"</p>

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Component 3C: Engaging Students in Learning	<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>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students only to perform rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>Available technology is not being used, even if available and its use would enhance the lesson.</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>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Student engagement with the content is largely passive, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</p> <p>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</p> <p>The teacher makes limited use of available technology and other resources.</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>Most students are intellectually engaged in 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>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The teacher makes appropriate use of available technology.</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>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> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>
Possible Examples:	<p>Most students are playing video games during the lesson.</p> <p>Students fill out the lesson worksheet by copying words from the board.</p> <p>Teacher lectures for the entire period.</p> <p>Most students don't have time to</p>	<p>In three of the five small groups, students are figuring out an answer to the assigned problem.</p> <p>Students are asked to fill in a worksheet, following an established procedure.</p> <p>There is a recognizable beginning, middle, and end to the</p>	<p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</p> <p>Students are given a task to do independently, then to discuss with a table group, followed by a</p>	<p>Students are asked to write an essay "in the style of Hemmingway."</p> <p>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</p>

	complete the assignment; teacher moves on in the lesson.	lesson. Teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it.	report out from each table. There is a clear beginning, middle, and end to the lesson. The lesson is neither rushed nor drags.	Students identify or create their own learning materials. Students summarize their learning from the lesson.
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Component 3D: Using Assessment in Instruction	<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>The teacher gives no indication of what high quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</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>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self- or peer-assessment.</p> <p>The teacher's attempts to adjust the lesson are partially successful.</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>Students indicate that they clearly understand the characteristics of high- quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance for at least groups of students.</p> <p>The teacher attempts to engage students in self- or peer-assessment.</p> <p>The teacher makes adjustments to the lesson to enhance understanding by groups of students.</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>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> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources, including verbal, written, and/or other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p>
Possible Examples:	<p>A student asks: "How is this assignment going to be graded?"</p> <p>A student asks, "Does this quiz count towards my grade?"</p> <p>Teacher forges ahead with a presentation without checking for understanding.</p> <p>The teacher says, "Good job, everyone."</p>	<p>Teacher asks, "Does anyone have a questions?"</p> <p>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</p> <p>The teacher, after receiving a correct response from a student, continues, without ascertaining whether all students understand the concept.</p>	<p>The teacher circulates during small group or independent work, offering suggestions to groups of students.</p> <p>The teacher uses a specifically formulated question to elicit evidence of student understanding.</p> <p>Teacher asks students to look over their papers to correct their errors.</p>	<p>Teacher reminds students of the criteria for high-quality work, suggesting that students themselves have helped develop them.</p> <p>While students are working, the teacher circulates providing specific feedback to individual students.</p> <p>Teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</p>

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Component 3E: Demonstrating Flexibility and Responsiveness	<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 ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning, it is their fault.</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's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes hasty attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</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>The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p> <p>Teacher successfully makes a minor modification to the lesson.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</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> <p>Teacher successfully executes a major lesson readjustment when needed.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>Teacher conveys to students that s/he won't consider a lesson "finished" until most students understand, and that s//he has a broad range of approaches to use.</p>
Possible Examples:	<p>Teacher says, "We don't have time for that today."</p> <p>The teacher makes no attempt to adjust the lesson based on student confusion.</p> <p>Teacher says, "If you'd just pay attention, you could understand this."</p>	<p>Teacher says, "I'll try to think of another way to come at this and get back to you."</p> <p>Teacher says, "I realize not everyone understands this, but we can't spend any more time on it."</p> <p>Teacher re-arranges the way students are grouped in an attempt to help students understand the lesson; it's partially successful.</p>	<p>Teacher says, "That's an interesting idea; let's see how it fits."</p> <p>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</p> <p>Teacher says, "Let's try this way, and then uses another approach."</p>	<p>Teacher stops in mid-stream in a lesson, and says, "This activity doesn't seem to be working! Here's another way I'd like you to try it."</p> <p>The teacher incorporates the school's upcoming championship game into an explanation of averages.</p> <p>Teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."</p>