



## Components of Professional Practice

### DOMAIN 1: PLANNING AND PREPARATION

*Component 1a: Demonstrating Knowledge of Content and Pedagogy  
Including Area of Professional Assignment*

- Knowledge of content
- Knowledge of prerequisite relationship
- Knowledge of content-related pedagogy

*Component 1b: Demonstrating Knowledge of Students*

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

*Component 1c: Selecting Instructional Goals or Services Plan*

- Value
- Clarity
- Suitability for diverse students
- Balance

*Component 1d: Demonstrating Knowledge of Resources*

- Resources for teaching or Performing Duties
- Resources for students

*Component 1e: Designing Coherent Instruction or Services Plan*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure
- Collaboration
- IEP, BCT, staff, and parent meetings

*Component 1f: Assessing Student Learning/Implementing IDEA  
Evaluation Requirements*

- Congruence with instructional goals
- Criteria and standards
- Use for planning
- Testing and evaluations

### DOMAIN 2: THE CLASSROOM/LEARNING ENVIRONMENT

*Component 2a: Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interaction

*Component 2b: Establishing a Culture for Learning*

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

*Component 2c: Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

*Component 2d: Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

*Component 2e: Organizing Physical Space*

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources
- Inviting Learning Environment

**PSP = Pupil Services Personnel**

**MS = Media Services Personnel**



## Components of Professional Practice (continued)

### DOMAIN 3: INSTRUCTION

*Component 3a: Communicating Clearly and Accurately*

Directions and procedures  
Oral and written language

*Component 3b: Using Questioning and Discussion Techniques*

Quality of questions  
Discussion techniques  
Student participation

*Component 3c: Engaging Students in Learning*

Representation of content  
Activities and assignments  
Grouping of students  
Instructional materials and resources  
Structure and pacing

*Component 3d: Providing Feedback to Students*

Quality: accurate, substantive, constructive, and specific  
Timeliness

*Component 3e: Demonstrating Flexibility and Responsiveness*

Lesson adjustment  
Response to students  
Persistence

*Component 3f: Demonstrating Use of Informal Assessment During Instruction*

Uses informal assessment information to drive instruction  
Informal assessments are integrated into instructional delivery

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

*Component 4a: Reflecting on Teaching and Practices*

Accuracy  
Use in future teaching

*Component 4b: Maintaining Accurate Records*

Student completion of assignments  
Student progress in learning  
Case management responsibilities  
Noninstructional records

*Component 4c: Communicating with Families*

Information about the instructional program  
Information about individual students  
Engagement of families in the instructional program

*Component 4d: Contributing to the School and District*

Relationships with colleagues  
Service to the school  
Participation in school and district projects

*Component 4e: Growing and Developing Professionally*

Enhancement of content knowledge and pedagogical skill  
Service to the profession

*Component 4f: Showing Professionalism*

Service to students  
Decision making  
Facilitation skills  
Management skills

**PSP = Pupil Services Personnel**

**MS = Media Services Personnel**

**DOMAIN 1: PLANNING AND PREPARATION**

**Component 1a: Demonstrating Knowledge of Content and Pedagogy Including Area of Professional Assignment**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of Content</b>	Teacher/PSP/MS makes content errors or does not correct content errors students make.	Teacher/PSP/MS displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Is familiar with state and local standards.	Teacher/PSP/MS displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. There is evidence that local and state standards are addressed.	Teacher/PSP/MS displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. Standards are integrated naturally into content.
<b>Knowledge of Prerequisite Relationships</b>	Teacher/PSP/MS displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher/PSP/MS indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's/PSP/MS's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher/PSP/MS actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content-Related Pedagogy</b>	Teacher/PSP/MS displays little understanding of pedagogical issues involved in student learning of the content.	Teacher/PSP/MS displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher/PSP/MS displays continuing search for best practice and anticipates student misconceptions.

Comments:

**DOMAIN 1: PLANNING AND PREPARATION**

**Component 1b: Demonstrating Knowledge of Students**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of Characteristics of Age Group</b>	Teacher/PSP/MS displays minimal knowledge of developmental characteristics of age group.	Teacher/PSP/MS displays generally accurate knowledge of developmental characteristics of age group.	Teacher/PSP/MS displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher/PSP/MS displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher/PSP/MS is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher/PSP/MS displays general understanding of the different approaches to learning that students exhibit.	Teacher/PSP/MS displays solid understanding of the different approaches to learning that different students exhibit.	Teacher/PSP/MS uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<b>Knowledge of Students' Skills and Knowledge</b>	Teacher/PSP/MS displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable, including those with special needs.	Teacher/PSP/MS recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole, including those with special needs.	Teacher/PSP/MS displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge, including those with special needs.	Teacher/PSP/MS displays knowledge of students' skills and knowledge for each student, including those with special needs.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher/PSP/MS displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher/PSP/MS recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class as a whole and/or on a	Teacher/PSP/MS demonstrates their knowledge and appreciation of their students' interests and cultural heritage by integrating these elements into their daily	Teacher/PSP/MS displays knowledge of the interests or cultural heritage of each student and reflects cultures on a daily basis.

limited basis during special days or weeks.	lessons.
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Comments:

**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1c: Selecting Instructional Goals or Services Plan**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Value</b>	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
<b>Clarity</b>	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Suitability for Diverse Students</b>	Goals are not suitable for the class and do not account for varying needs of individual students or groups.	Most of the goals are suitable for most students in the class or individual students or groups.	All the goals are suitable for most students in the class or individual students or groups.	Goals take into account the varying learning needs of individual students or groups.
<b>Balance</b>	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Comments:

**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1d: Demonstrating Knowledge of Resources**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Resources for Teaching or Performing Duties</b>	Teacher/PSP/MS is unaware of resources available through the school or district.	Teacher/PSP/MS displays limited awareness of resources available through the school or district.	Teacher/PSP/MS is fully aware of resources available through the school or district.	In addition to being aware of school and district resources, teacher/ PSP/MS actively seeks other materials to enhance instruction for example, from professional organizations or through the community.
<b>Resources for Students</b>	Teacher/PSP/MS is unaware of resources available to assist students who need them.	Teacher/PSP/MS displays limited awareness of resources available through the school or district	Teacher/PSP/MS is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher/ PSP/MS is aware of additional resources available through the community.

Comments:



**DOMAIN 1: PLANNING AND PREPARATION**

**\*Component 1e: Designing Coherent Instruction or Services Plan**  
 \*(may not be applicable for some student services professionals)

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Learning Activities</b>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
<b>Lesson and Unit Structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.
<b>Collaboration</b>	Unwilling to work collaboratively with students and staff: barriers to accessibility.	Occasionally works with others but seldom initiates collaboration using a minimal variety of materials and technologies.	Collaboratively plans instructional units incorporating appropriate materials and technologies.	Collaboratively plans creative instructional units incorporating a wide variety of materials and technologies.
<b>IEP, BCT, staff &amp; parent meetings</b>	The meeting has no clear agenda or structure. The goal is not clear. Research on student background and file information is not complete.	The meeting has a recognizable structure, but was not followed during the entire meeting. The goal was addressed in part. Some student research had been done.	The meeting has a defined structure and the goals were set and addressed. Time allocations were set. Student research on background and file information was done.	The meeting was structured and a written agenda was prepared and available with stated goals. Time allocations were clear and reasonable. Meeting parameters were clear. Research on student background was thorough and complete.

Comments:

**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1f: Assessing Student Learning/Implementing IDEA Evaluation Requirements**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with Instructional Goals</b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
<b>Criteria and Standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
<b>Use for Planning</b>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.
<b>Testing and evaluations</b>	The assessment is not complete and does not follow district expectations or legal requirements. The assessment is not clearly linked to proposed objectives.	The assessment has been completed, but results are not clear. The assessment has not been clearly communicated to parents and staff. The assessment has woven elements of linked objectives.	The assessment is complete, clearly written, and has been communicated in terms the parents and staff can understand. The assessment is linked to student objectives.	The assessment is complete and thorough, according to district expectations and best practices. The information is communicated to staff and parents in a clear, thorough way, and in terms they can understand. Everyone at the meeting clearly understood the results. The assessment is clearly and concisely linked to student learning objectives that are based on best practices.

Comments:

**DOMAIN 2: THE CLASSROOM/LEARNING ENVIRONMENT**  
**Component 2a: Creating an Environment of Respect and Rapport**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Teacher Interaction with Students</b>	Teacher/PSP/MS interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher/PSP/MS student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher/PSP/MS student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher/PSP/MS demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
<b>Student Interaction</b>	Student interactions are characterized by conflict, sarcasm,	Students do not demonstrate negative behavior toward one	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as

	or put-downs.	another.		individuals and as students.
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Comments:

**DOMAIN 2: THE CLASSROOM/LEARNING ENVIRONMENT**  
**Component 2b: Establishing a Culture for Learning**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Importance of the Content</b>	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Student Pride in Work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
<b>Expectations for Learning and Achievement</b>	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Comments:

**DOMAIN 2: THE CLASSROOM/LEARNING ENVIRONMENT**  
**\*Component 2c: Managing Classroom Procedures**  
 \*(may not be applicable for some student services professionals)

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Management of Instructional Groups</b>	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
<b>Management of Transitions</b>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>Management of Materials and Supplies</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
<b>Performance of Noninstructional Duties</b>	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable

				responsibility for efficient operation.
<b>Supervision of Volunteers and Paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers or paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Comments:

**DOMAIN 2: THE CLASSROOM/LEARNING ENVIRONMENT**  
**Component 2d: Managing Student Behavior**

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and teacher/PSP/MS is unaware of what students are doing.	Teacher/PSP/MS is generally aware of student behavior but may miss the activities of some students.	Teacher/PSP/MS is alert to student behavior at all times.	Monitoring by teacher/PSP/MS is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to Student Misbehavior</b>	Teacher/PSP/MS does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher/PSP/MS attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher/PSP/MS response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher/PSP/MS response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Comments:

**DOMAIN 2: THE CLASSROOM/LEARNING ENVIRONMENT**  
**Component 2e: Organizing Physical Space**

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<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/PSP/MS uses physical resources poorly, or learning is not accessible to some students.	Teacher/PSP/MS uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher/PSP/MS uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher/PSP/MS and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.
<b>Inviting Learning Environment</b>	The learning environment is disorderly and includes materials not intended for instruction.	The learning environment has a recognizable system of order and some visual enhancements.	The learning environment is well organized and includes creative/original displays.	The learning environment is well organized and includes displays that reflect student creativity, achievement and input.

Comments:



**DOMAIN 3: INSTRUCTION**  
**Component 3a: Communicating Clearly and Accurately**

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Directions and Procedures</b>	Teacher/PSP/MS directions and procedures are confusing to students.	Teacher/PSP/MS directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher/PSP/MS directions and procedures are clear to students and contain an appropriate level of detail.	Teacher/PSP/MS directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher's/PSP/MS'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/PSP/MS'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/PSP/MS's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's/PSP/MS's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Comments:

**DOMAIN 3: INSTRUCTION**  
**Component 3b: Using Questioning and Discussion Techniques**

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Quality of Questions</b>	Teacher's/PSP/MS's questions are virtually all of poor quality.	Teacher's/PSP/MS's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's/PSP/MS's questions are of high quality. Adequate time is available for students to respond.	Teacher's/PSP/MS'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/PSP/MS and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher/PSP/MS makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher/PSP/MS 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/PSP/MS attempts to engage all students in the discussion, but with only limited success.	Teacher/PSP/MS successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

\*(may not be applicable to PSP/MS)

Comments:

**DOMAIN 3: INSTRUCTION**

**\*Component 3c: Engaging Students in Learning**

\*(may not be applicable for some student services professionals)

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Representation of Content</b>	Presentation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation 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 locate, evaluate, and manipulate information. 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 a lesson.	Instructional groups are productive and fully appropriate to the students or to 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, or the pacing of the lesson is too slow or rushed, or both.	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 consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Comments:

**DOMAIN 3: INSTRUCTION**

**Component 3d: Providing Feedback to Students**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Quality: Accurate, Substantive, 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>Timelines</b>	Feedback is not provided in a timely manner.	Timelines of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
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Comments:

**DOMAIN 3: INSTRUCTION**  
**Component 3e: Demonstrating Flexibility and Responsiveness**

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<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 a major opportunity to enhance learning, building on a spontaneous event.
<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.

Comments:

**DOMAIN 3: INSTRUCTION**  
**\*Component 3f: Demonstrating Use of Informal Assessment During Instruction**  
 \*(may not be applicable for some student services professionals)

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Uses informal assessment information to drive instruction</b>	Teacher/PSP/MS does not change instruction when it is apparent that students lack understanding.	Teacher/PSP/MS attempts to respond to students' needs for clarification, but fails to confirm understanding is complete.	Teacher/PSP/MS modifies instruction or provides alternate instruction to meet the understanding level of the students.	Teacher/PSP/MS modifies instruction and seeks student input to determine how they might increase understanding.
<b>Informal assessments are integrated into instructional delivery</b>	Teacher/PSP/MS does not include opportunities to assess student knowledge and understanding of content.	Teacher/PSP/MS probes for student understanding of content, but occurs infrequently.	Teacher/PSP/MS uses frequent checks for understanding to assess student knowledge during instruction.	Teacher/PSP/MS uses frequent checks for understanding as an integral part of instruction. Teacher encourages constructive student self-assessment.

Comments:

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4a: Reflecting on Teaching and Practices**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Accuracy</b>	Teacher/PSP/MS does not know if a lesson/activity was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher/PSP/MS has a generally accurate impression of a lesson's/activity's effectiveness and the extent to which instructional goals were met.	Teacher/PSP/MS makes an accurate assessment of a lesson's/activity effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher/PSP/MS makes a thoughtful and accurate assessment of a lesson's/activity's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Use in Future Teaching</b>	Teacher/PSP/MS has no suggestions for how a lesson/activity may be improved another time.	Teacher/PSP/MS makes general suggestions about how a lesson/activity may be improved.	Teacher/PSP/MS makes a few specific suggestions of what he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher/PSP/MS offers specific alternative actions, complete with probable successes of different approaches.

Comments:

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4b: Maintaining Accurate Records**

ELEMENT	LEVEL OF PERFORMANCE			
	DEFICIENT	DEVELOPING/BASIC	PROFICIENT	DISTINGUISHED
<b>Student Completion of Assignments</b>	Teacher's/PSP/MS's system for maintaining information on student completion of assignments is in disarray.	Teacher's/PSP/MS's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's/PSP/MS's system for maintaining information on student completion of assignments is fully effective.	Teacher's/PSP/MS's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
<b>Student Progress in Learning</b>	Teacher/PSP/MS has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's/PSP/MS's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's/PSP/MS's system for maintaining information on student progress in learning is effective.	Teacher's/PSP/MS's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<b>Case Management Responsibilities</b>	Records are in disarray and incomplete. Contacts with key staff and parents have not been completed. The staff person is not in compliance with legal and district protocol.	The records and compliance forms are complete but not in accordance with district expectations for timelines or exactness and are not in good order. Staff and parents have been communicated with on a basic level.	Records are in good order and are in compliance with district and legal expectations. Timelines are within expectations and legal bounds. Staff and parents have been communicated with on all necessary levels and have been informed about all rights and procedures.	Records are in excellent order, in compliance, and are within timelines. Staff and parents are fully aware of all necessary information and are informed about procedures, rights and options that are possible.
<b>Noninstructional Records</b>	Teacher's/PSP/MS's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's/PSP/MS's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's/PSP/MS's system for maintaining information on noninstructional activities is fully effective.	Teacher's/PSP/MS's system for maintaining information on noninstructional activities is highly effective, and students contribute to its



				leadership role in a major school or district project.
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Comments:

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4e: Growing and Developing Professionally**

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Enhancement of Content Knowledge and Pedagogical Skill</b>	Teacher/PSP/MS engages in no professional development activities to enhance knowledge or skill.	Teacher/PSP/MS participates in professional activities to a limited extent when they are convenient.	Teacher/PSP/MS seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher/PSP/MS seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom.
<b>Service to the Profession</b>	Teacher/PSP/MS makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher/PSP/MS finds limited ways to contribute to the profession.	Teacher/PSP/MS participates actively in assisting other educators.	Teacher/PSP/MS initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Comments:

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4f: Showing Professionalism**

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>DEFICIENT</b>	<b>DEVELOPING/BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Service to Students</b>	Teacher/PSP/MS is not alert to students' needs. Teacher contributes to school practices that result in some students being ill served by the school.	Teacher's/PSP/MS's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school.	Teacher/PSP/MS is moderately active in serving students. Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher/PSP/MS is highly proactive in serving students, seeking out resources when necessary. Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Decision Making</b>	Teacher/PSP/MS makes decisions based on self-serving interests.	Teacher's/PSP/MS's decisions are based on limited though genuinely professional considerations.	Teacher/PSP/MS maintains an open mind and participates in team or departmental decision making.	Teacher/PSP/MS takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

<b>Facilitation Skills</b>	Teacher/PSP/MS makes decisions based on self-serving interests. Communication and organization is scattered and unclear, and leadership is lacking.	Teacher/PSP/MS makes decisions based on professional considerations. Communication, organization, and leadership are reasonable.	Teacher/PSP/MS maintains an open approach and participates with other members in decision making. Communication, organization, and leadership are clear and well represented.	Teacher/PSP/MS takes a strong leadership role in decision making and helps ensure what decisions are based on the highest professional standards.
<b>Management Skills</b>	Failure to plan and manage budgets appropriately to meet building needs. Has difficulty prioritizing budget expenditures. Ineffective management of the department collection.	Uses minimal selection tools in developing the department collection and has rudimentary and partially effective collection development skills. Demonstrates some knowledge of budgeting process.	Uses appropriate selection tools and seeks input in developing and maintaining the department collection. Effectively manages the department budget.	Uses appropriate selection tools, a variety of resources, and seeks input in developing and maintaining the department collection. Effectively manages the department budget.

Comments:

<b>Educator's Name:</b>
<b>Administrator's Summary:</b>

Educator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_