|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Component | element | | Rubric level | | element score 1-2-3-4 | Component score | DOMAIN score | |
| **DOMAIN 1: PLANNING AND PREPARATION** | | | | | |  |  | |
| 1a Knowledge of content/ pedagogy | | Knowledge of content and the structure of the discipline | Pro | | 3 | 2.7 | 2.1 | |
| Knowledge of prerequisite relationships | Basic | | 2 |
| Knowledge of content-related pedagogy | Pro | | 3 |
| 1b  Knowledge of students | | Knowledge of child and adolescent development | Basic | | 2 | 2 |
| Knowledge of the learning process | Basic | | 2 |
| Knowledge of students’ skills, knowledge, and language proficiency | Basic | | 2 |
| Knowledge of students’ interests and cultural heritage | Basic | | 2 |
| Knowledge of students ‘special needs | Basic | | 2 |
| 1c  Setting instructional outcomes | | Value, sequence, and alignment | Basic | | 2 | 1.75 |
| Clarity | Basic | | 2 |
| Balance | Unsatis | | 1 |
| Suitability for diverse learners | Basic | | 2 |
| 1d Knowledge of resources | | Resources for classroom use | Pro | | 3 | 2 |
| Resources to extend content knowledge and pedagogy | Unsatis | | 1 |
| Resources for students | Basic | | 2 |
| 1e  Designing Coherent Instruction | | Learning activities | Pro | | 3 | 2.25 |
| Instructional materials and resources | Basic | | 2 |
| Instructional groups | Basic | | 2 |
| Lesson and unit structure | Basic | | 2 |
| 1f  Designing student assessment | | Congruence with instructional outcomes | Basic | | 2 | 2 |
| Criteria and standards | Basic | | 2 |
| Design of formative assessments | Basic | | 2 |
| Use for planning | Basic | | 2 |
| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** | | | | | | | | |
| 2a  Creating environment of respect and rapport | | Teacher interaction with students | Pro | | 3 | 2.5 |  | |
| Student interactions with other students. | Basic | | 2 |
| 2b  Establishing a culture for learning | | Importance of the content | | Pro | 3 | 2.3 | 2.6 | |
| Expectations for learning and achievement | | Basic | 2 |
| Student pride in work | | Basic | 2 |
| 2c  Managing Classroom Procedures | | Management of instructional groups | | Basic | 2 | 2.8 |
| Management of transitions | | Pro | 3 |
| Management of materials and supplies | | Pro | 3 |
| Performance of non-instructional duties | | Pro | 3 |
| Supervision of volunteers and paraprofessionals | | ns | ns |
| 2d  Managing student behavior | | Expectations | | Basic | 2 | 2.3 |
| Monitoring of student behavior | | Pro | 3 |
| Response to student misbehavior | | Basic | 2 |
| 2e  Organizing Physical Space | | Safety and accessibility | | Pro | 3 | 3 |
| Arrangement of furniture and use of physical resources | | Pro | 3 |
| **DOMAIN 3: INSTRUCTION** | | | | | | | | |
| 3a  Communicating with students | | Expectations for learning | | Basic | 2 | 2.4 | 2 | |
| Directions and procedures | | Pro | 3 |
| Explanations of content | | Basic | 2 |
| Use of oral and written language | | Pro | 3 |
| 3b  Using Questioning & discussion | | Quality of questions | | Basic | 2 | 2 |
| Discussion techniques | | Basic | 2 |
| Student participation | | Basic | 2 |
| 3c  Engaging Students in learning | | Activities and Assignments | | Basic | 2 | 2 |
| Grouping of students | | Basic | 2 |
| Instructional materials and resources | | Basic | 2 |
| Structure and pacing | | Basic | 2 |
| 3d  Using Assessment in Instruction | | Assessment criteria | | Unsatis | 1 | 1.5 |
| Monitoring of student learning | | Basic | 2 |
| Feedback to students | | Basic | 2 |
| Students self-assessment and monitoring of progress | | Unsatis | 1 |
| 3e  Flexibility & Responsiveness | | Lesson adjustment | | Basic | 2 | 2 |
| Response to students | | Basic | 2 |
| Persistence | | Basic | 2 |
| **DOMAIN 4: PROFESIONAL RESPONSIBILITIES** | | | | | | | | |
| 4a  Reflecting on Teaching | | Accuracy | | Pro | 3 |  | |  |
| Use in future teaching | | Pro | 3 | 3 | 2.9 | |
| 4b  Maintaining Accurate Records | | Student completion of assignments | | Pro | 3 | 3 |
| Student progress in learning | | Pro | 3 |
| Noninstructional records | | Pro | 3 |
| 4c  Communicating with Families | | Information about the instructional program | | Pro | 3 | 2.7 |
| Information about individual students | | Pro | 3 |
| Engagement of families in the instructional program | | Basic | 2 |
| 4d  Participating in Professional Community | | Relationships with colleagues | | Pro | 3 | 3 |
| Involvement in a culture of professional inquiry | | Pro | 3 |
| Service to the school | | Pro | 3 |
| Participation in school and district projects | | Pro | 3 |
| 4e  Growing & Developing Professionally | | Enhancement of content knowledge and pedagogical skill | | Prof | 3 | 2.7 |
| Receptivity to feedback from colleagues | | Basic | 2 |
| Service to the profession | | Prof | 3 |
| 4f  Showing Professionalism | | Integrity and ethical conduct | | Pro | 3 | 3 |
| Service to students | | Pro | 3 |
| Advocacy | | Pro | 3 |
| Decision making | | Basic | 2 |
| Compliance with school and district regulations | | Dist | 4 |
|  | |  | |  |  |  |  | |
| **TOTAL AVERAGE** | |  | | | **2.4** | |
| # of Distinguished | | 1 |  | | | |
| # of Proficient | | 30 |
| # of Basic | | 40 |
| # of Unsatisfactory | | 4 |
| # not seen (ns) | | 1 |
|  | |  |  |  |
|  | |  |  |  |  | |