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| 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 |
| 1cSetting 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 |
| 1fDesigning 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 |
| 2bEstablishing 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 |
| 2cManaging 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 |
| 2dManaging student behavior | Expectations | Basic | 2 | 2.3 |
| Monitoring of student behavior | Pro | 3 |
| Response to student misbehavior | Basic | 2 |
| 2eOrganizing Physical Space | Safety and accessibility | Pro | 3 | 3 |
| Arrangement of furniture and use of physical resources | Pro | 3 |
| **DOMAIN 3: INSTRUCTION** |
| 3aCommunicating 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 |
| 3bUsing Questioning & discussion | Quality of questions | Basic | 2 | 2 |
| Discussion techniques | Basic | 2 |
| Student participation | Basic | 2 |
| 3cEngaging 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 |
| 3dUsing 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 |
| 3eFlexibility & Responsiveness | Lesson adjustment | Basic | 2 | 2 |
| Response to students | Basic | 2 |
| Persistence | Basic | 2 |
| **DOMAIN 4: PROFESIONAL RESPONSIBILITIES** |
| 4aReflecting on Teaching |  Accuracy | Pro | 3 |  |  |
| Use in future teaching | Pro | 3 | 3 | 2.9 |
| 4bMaintaining Accurate Records | Student completion of assignments | Pro | 3 | 3 |
| Student progress in learning | Pro | 3 |
| Noninstructional records | Pro | 3 |
| 4cCommunicating 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 |
| 4dParticipating 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 |
| 4eGrowing & 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 |
| 4fShowing 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 |
|  |  |  |  |
|  |  |  |  |  |