

Rubrics for

*Enhancing*  
PROFESSIONAL PRACTICE:  
A FRAMEWORK FOR TEACHING

e b i c i n h i d o c m e n a e f o m



**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

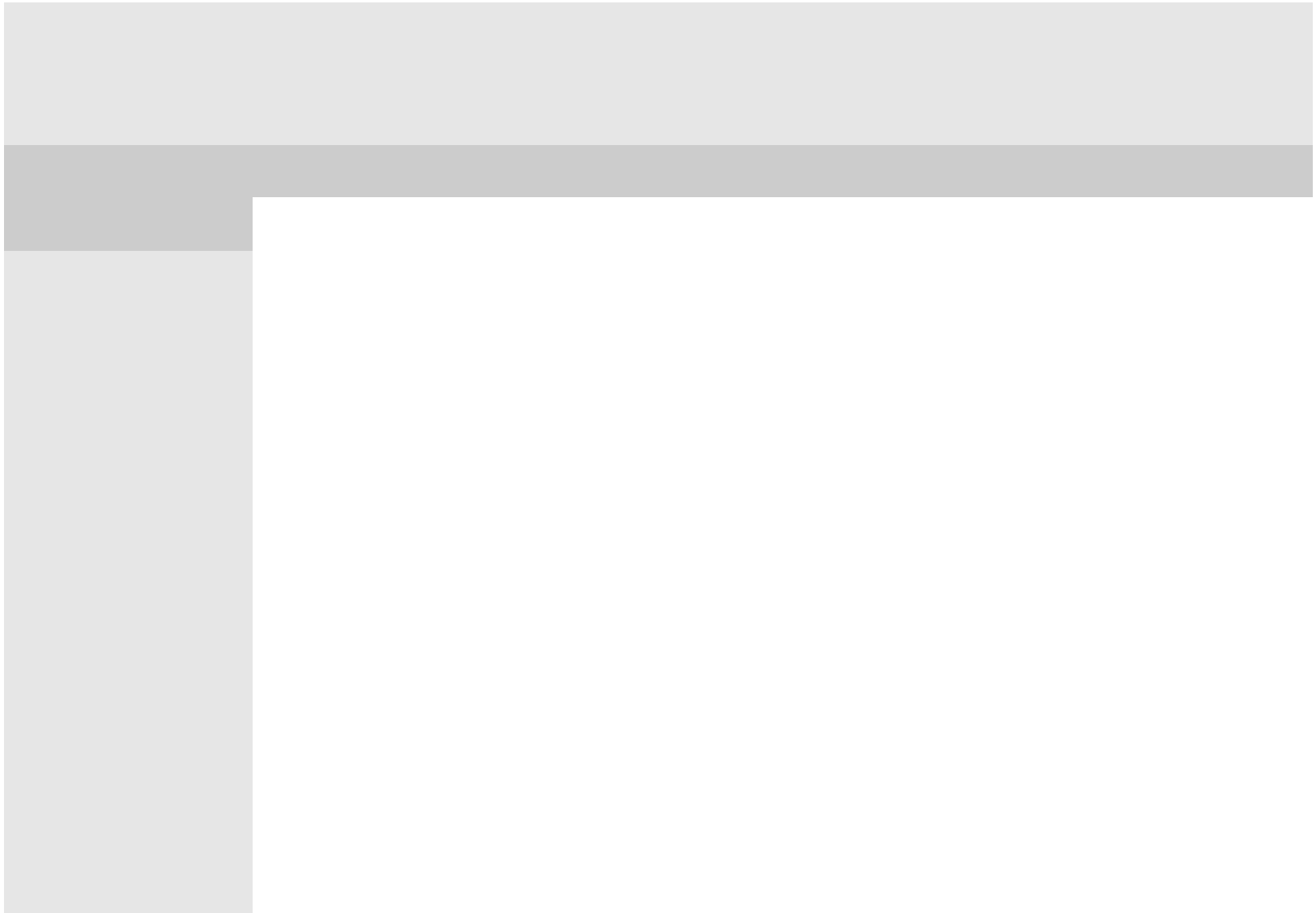


**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1b: Demonstrating Knowledge of Students (continued)**

Elements: K

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge.	Teacher displays extensive and







**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1e: Designing Coherent Instruction (*continued*)**

Elements: L

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are	





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**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**Component 2c: Managing Classroom Procedures**

Elements: M

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED RV



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

Elements:

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

Elements: S

L E V E L   O F   P E R F O R M A N C E

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Safety and accessibility</b>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<b>Arrangement of furniture and use of physical resources</b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately, but does not ensure that all students have access to them.	Teacher uses physical resources adequately, but does not ensure that all students have access to them.	

**DOMAIN 3: INSTRUCTION**

**Component 3a: Communicating with Students**

Elements: E

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations</b>	Teacher's communication with students is ineffective. The teacher does not use appropriate communication strategies to engage students in learning. The teacher does not use appropriate communication strategies to provide feedback to students. The teacher does not use appropriate communication strategies to manage classroom behavior. The teacher does not use appropriate communication strategies to build a positive classroom culture.	Teacher's communication with students is basic. The teacher uses appropriate communication strategies to engage students in learning. The teacher uses appropriate communication strategies to provide feedback to students. The teacher uses appropriate communication strategies to manage classroom behavior. The teacher uses appropriate communication strategies to build a positive classroom culture.	Teacher's communication with students is proficient. The teacher uses appropriate communication strategies to engage students in learning. The teacher uses appropriate communication strategies to provide feedback to students. The teacher uses appropriate communication strategies to manage classroom behavior. The teacher uses appropriate communication strategies to build a positive classroom culture.	Teacher's communication with students is distinguished. The teacher uses appropriate communication strategies to engage students in learning. The teacher uses appropriate communication strategies to provide feedback to students. The teacher uses appropriate communication strategies to manage classroom behavior. The teacher uses appropriate communication strategies to build a positive classroom culture.

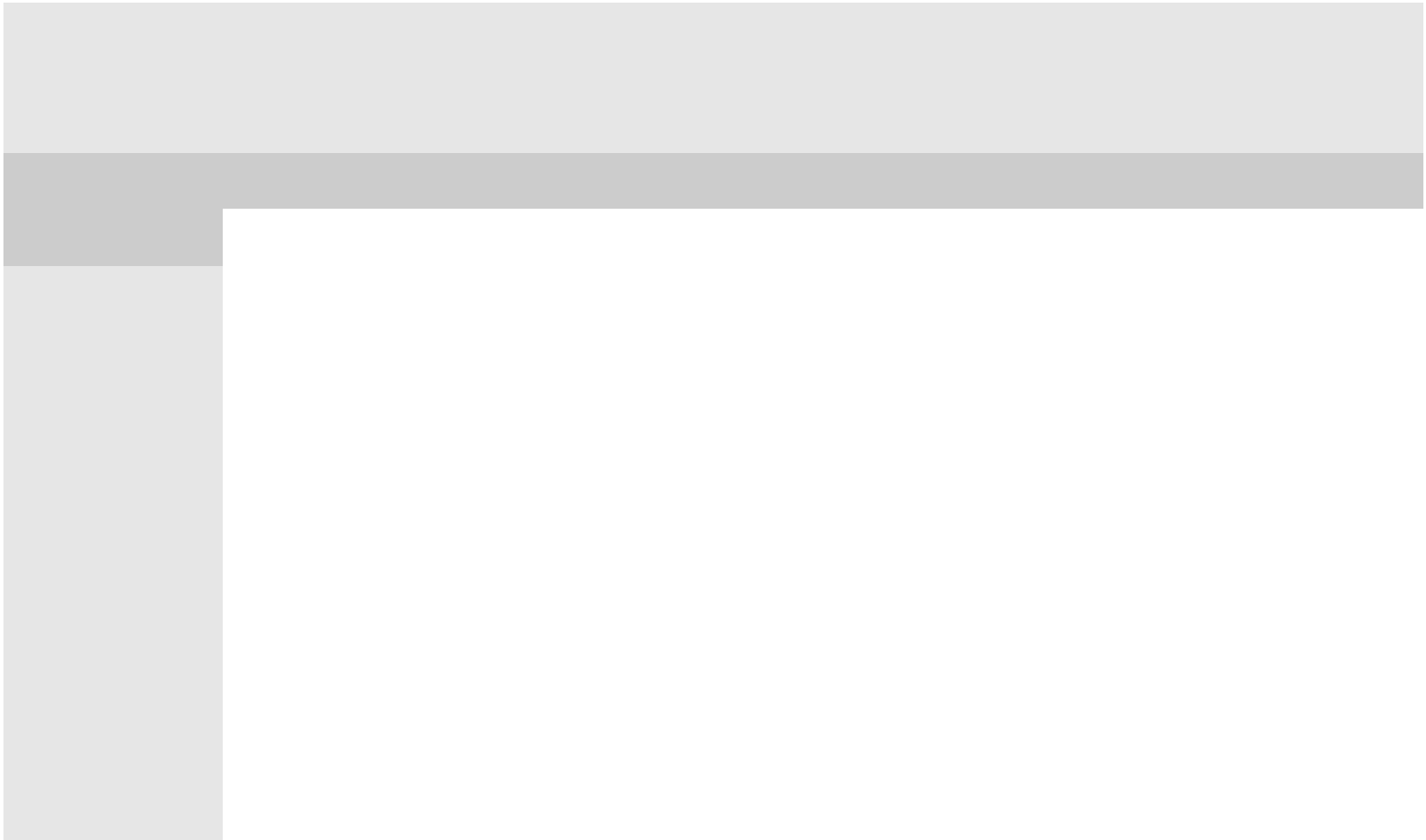
**DOMAIN 3: INSTRUCTION**

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

Elements: Q, D, S

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a com-		

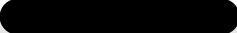






**DOMAIN 3: INSTRUCTION**  
**Component 3d: Using Assessment in Instruction**

Assessment		"		



MAIN 3: INSTRUCTION

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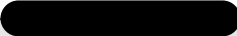
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