<table>
<thead>
<tr>
<th>Domain I: Active, Successful Student Participation</th>
<th>Criteria</th>
<th>Level</th>
</tr>
</thead>
</table>
| 2. Knowledge of Human Development and Learning. The teacher understands how children learn and develop, and can provide learning opportunities that support their physical, intellectual, social, emotional, and personal development. | • Students are actively engaged in learning.  
• Students are successful in learning.  
• Students behaviors indicate learning is at a high cognitive level (e.g., critical thinking)  
• Students are connecting learning to work and life applications, both within the discipline and with other disciplines. | Level 1: _______  
less than half of the students (0-49%)  
Level 2: _______  
some of the students (50-79%)  
Level 3: _______  
most of the students (80-89%)  
Level 4: _______  
almost all of the students (90-100%) |

1. Engaged in Learning  
2. Successful in learning  
3. Critical thinking/problem solving  
4. Self-directed  
5. Connects Learning

Comments/Suggestions:

• ______Real world application  
• ______Appropriate level  
• ______Variety of strategies  
• ______Step-by-step or logical process  
• ______Higher level questions  
• ______Extend knowledge  
• ______Reinforce high expectations  
• ______Meets objective  
• ______Assessment aligned with objective
### Domain II: Learner-Centered Instruction

#### 3. Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

1. Goals and objectives
2. Learner-centered
3. Critical thinking and problem solving
4. Motivational strategies
5. Alignment
6. Pacing/sequencing
7. Value and importance
8. Appropriate questioning and inquiry
9. Use of technology

#### Criteria

- Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.
- Instructional content is learner-centered (e.g. relates to students)
- Instructional strategies promote critical thinking and problem solving.
- Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.
- Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.
- The teacher varies activities, appropriately and maintains appropriate pacing and sequencing of instruction.
- The teacher emphasizes the values and importance of the activity/content.
- The teacher uses appropriate questioning and inquiry techniques to challenge students.
- The teacher makes appropriate and effective use of available technology as a part of the instructional process.

#### Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>less than half of the time (0-49%)</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>almost all of the time (90-100%)</td>
</tr>
</tbody>
</table>

#### Comments/Suggestions:

- ______ Objective communicated
- ______ Objective addresses TEKS
- ______ Identifies purpose/importance
- ______ Enthusiasm
- ______ Addresses various learning styles with varied activities
- ______ Relates to student interests
- ______ Elaborates critical attributes
- ______ Maintains appropriate pacing
- ______ Appropriate sequencing
- ______ Aligned with prior knowledge
- ______ Aligned with TEKS
- ______ Higher level questions
- ______ Unique, creative and/or innovative strategies
- ______ Randomly samples students
- ______ Solicits participation from students
- ______ Extends student responses
- ______ Provides wait time
- ______ Opportunity to apply new concept
- ______ Students ask questions
- ______ Uses available technology
## Domain III: Evaluation and Feedback on Student Progress

### 6. Communication Skills.

The teacher uses effective verbal, nonverbal, and media communication to foster active inquiry, collaboration, and supportive interaction in the classroom.

1. Monitored and assessed
2. Assessment and instruction are aligned
3. Appropriate assessment
4. Learning reinforced
5. Constructive feedback
6. Relearning and re-evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
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</table>
| • Academic progress of students is monitored and assessed.             | Level 1: ________  
| • Assessment and feedback are aligned with goals and objectives          | less than half of the time (0-49%)                                    |
| • and instructional strategies.                                          | Level 2: ________  
| • Assessment strategies are appropriate to the varied characteristics   | some of the time (50-79%)                                           |
| • of students.                                                          | Level 3: ________  
| • Student learning is reinforced.                                       | most of the time (80-89%)                                           |
| • Students receive specific constructive feedback.                      | Level 4: ________  
| • The teacher provides opportunities for relearning and re-             | almost all of the time (90-100%)                                    |
|   evaluation of material.                                               |                                                                     |

### Comments/Suggestions:

- _____ Questions students of varied abilities
- _____ Uses of response cards or signals
- _____ Choral response
- _____ Learning positively reinforced
- _____ Specific feedback
- _____ Timely feedback
- _____ Feedback aligned with objectives
- _____ Appropriate reinforcement
- _____ Formative assessment before independent practice
- _____ Constructive feedback
- _____ Provides clarification when needed
- _____ Re-teach
- _____ Progress assessed
- _____ Varied assessments
- _____ Appropriate assessments
- _____ Monitors students
- _____ Reinforces high expectations
5. Classroom Motivation and Management Skills. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and management.

1. Discipline procedures
2. Self-discipline and self-directed learning
3. Equitable teacher-student interaction
4. Expectations for behavior
5. Redirects disruptive behavior
6. Reinforces desired behavior
7. Equitable and varied characteristics
8. Manages time and materials

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<tbody>
<tr>
<td>The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the classroom or campus.</td>
<td>Level 1: ______ less than half of the time (0-49%)</td>
</tr>
<tr>
<td>The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning as appropriate.</td>
<td>Level 2: ______ some of the time (50-79%)</td>
</tr>
<tr>
<td>The teacher interacts with students in an equitable manner, including the fair application of rules.</td>
<td>Level 3: ______ most of the time (80-89%)</td>
</tr>
<tr>
<td>The teacher specifies expectations for desired behavior.</td>
<td>Level 4: ______ almost all of the time (90-100%)</td>
</tr>
<tr>
<td>The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.</td>
<td></td>
</tr>
<tr>
<td>The teacher reinforces desired behavior when appropriate.</td>
<td></td>
</tr>
<tr>
<td>The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.</td>
<td></td>
</tr>
<tr>
<td>The teacher effectively and efficiently manages time and materials.</td>
<td></td>
</tr>
</tbody>
</table>

Comments/Suggestions:

- _____Teacher interacts with students in equitable manner
- _____Materials equitable acknowledging student diversity
- _____Administrative procedures in place
- _____Efficiently manages and maximizes time
- _____Materials ready for instruction
- _____Encourages self-discipline
- _____Fair application of rules
- _____Implement procedures consistently
- _____Secures student attention
- _____Students engaged in lesson
- _____Student exhibit appropriate behavior
- _____Redirects off task, inappropriate or disruptive behavior
- _____Reinforces desired behavior
<table>
<thead>
<tr>
<th>Domain V: Professional Communication</th>
<th>Criteria</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The teacher uses appropriate and accurate written communication with students.</td>
<td>Level 1: ______  less than half of the time (0-49%)</td>
</tr>
<tr>
<td></td>
<td>• The teacher uses appropriate and accurate verbal and non-verbal communication with students.</td>
<td>Level 2: ______  some of the time (50-79%)</td>
</tr>
<tr>
<td></td>
<td>• The teacher encourages and supports students who are reluctant or having difficulty.</td>
<td>Level 3: ______  most of the time (80-89%)</td>
</tr>
<tr>
<td></td>
<td>• The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.</td>
<td>Level 4: ______  almost all of the time (90-100%)</td>
</tr>
<tr>
<td></td>
<td>• The teacher’s interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.</td>
<td></td>
</tr>
</tbody>
</table>

Comments/Suggestions:

- ______ Adapted instructions to meet students’ needs
- ______ Encourages reluctant students
- ______ Supports students having difficulty
- ______ Explains tasks clearly
- ______ Interactions are courteous and respectful
- ______ Models respect through patience and active listening
- ______ Incorrect responses handled with dignity
- ______ Student work displayed
- ______ Written communication clear
- ______ Presentation without significant error
- ______ Errors are self corrected