

DOMAIN 3: INSTRUCTION/DELIVERY OF SERVICE

Component 3c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
Activities and Assignments	Activities and assignments are inappropriate for learners' age or background. Learners are not mentally engaged in assignments.	Activities and assignments are appropriate to some learners and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to learners, and almost all learners are cognitively engaged in exploring content.	All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.
Grouping of Learners	Instructional groups are inappropriate to the students or to the IFSP/IEP and instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the IFSP/IEP and instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the IFSP/IEP and instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the IFSP/IEP and instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding
Instructional Material and Resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage learners mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or learners are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage learners mentally.	Instructional materials and resources are suitable to the instructional purposes and engage learners mentally. Learners initiate the choice, adaptation, or creation of materials to enhance their learning.

<p style="text-align: center;">Structure and Pacing</p>	<p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed or both.</p>	<p>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p>	<p>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</p>	<p>The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all learners.</p>
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Indicators / Evidence / Artifacts:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection