

**Domain A: Organizing Content Knowledge for Student Learning**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>Becoming familiar with relevant aspects of student's background knowledge and experiences.</i>	Rarely evaluates relevant aspects of student's background or designs subsequent instruction based on evaluation.	Usually evaluates relevant aspects of student's background and designs subsequent instruction based on evaluation.	Consistently evaluates relevant aspects of student's background and designs subsequent instruction based on evaluation.
<i>Articulating clear learning goals for the lesson that are developmentally appropriate to the students.</i>	Rarely develops and articulates learning goals appropriate to the students.	Usually develops and articulates learning goals appropriate to the students.	Consistently develops and articulates learning goals appropriate to the students.
<i>Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</i>	Rarely demonstrates an understanding of the connections between the content that was previously learned, the current content and the content that remains to be learned.	Usually demonstrates an understanding of the connections between the content that was previously learned, the current content and the content that remains to be learned.	Consistently demonstrates an understanding of the connections between the content that was previously learned, the current content and the content that remains to be learned.
<i>Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are developmentally appropriate to the students and that are aligned with the goals of the lesson.</i>	Rarely organizes and utilizes teaching methods, learning activities, and instructional materials or resources that are appropriate to students or that are aligned with the goals of the lesson.	Usually organizes and utilizes teaching methods, learning activities, and instructional materials or resources that are appropriate to students and that are aligned with the goals of the lesson.	Consistently organizes and utilizes teaching methods, learning activities, and instructional materials or resources that are appropriate to students and that are aligned with the goals of the lesson.
<i>Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</i>	Rarely demonstrates ability to develop evaluation strategies based on student characteristics and goals of the lesson.	Usually demonstrates ability to develop evaluation strategies based on student characteristics and goals of the lesson.	Consistently demonstrates ability to develop evaluation strategies based on student characteristics and goals of the lesson.

\* Content of Domain A-G adapted from Educational Testing Service Praxis III Performance Assessment Guide (2003).

**Domain B: Creating an Environment for Student Learning**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>Creating a climate that promotes fairness.</i>	Rarely supports an environment that promotes fairness.	Usually supports an environment that promotes fairness.	Consistently supports an environment that promotes fairness.
<i>Establishing and maintaining rapport with all students.</i>	Rarely maintains a positive rapport with students.	Rapport with students is positive, but not consistent throughout the lesson.	Consistently establishes and maintains a positive rapport with students.
<i>Communicating challenging learning expectations to each student.</i>	Inconsistently designs lesson plans that encourage challenging learning expectations for each student.	Generally designs lesson plans that encourage challenging learning expectations for each student.	Consistently designs lesson plans that encourage challenging learning expectations for each student.
<i>Establishing and maintaining consistent standards of classroom behavior.</i>	Rarely utilizes classroom management strategies in a professional, positive and proactive manner/style.	Generally utilizes classroom management strategies in a professional, positive and proactive manner/style.	Consistently utilizes classroom management strategies in a professional, positive and proactive manner/style.
<i>Making the physical environment as safe and conducive to learning as possible.</i>	Rarely attentive to the physical environment.	Usually attentive to the physical environment.	Consistently attentive to the physical environment.

\* Content of Domain A-G adapted from Educational Testing Service Praxis III Performance Assessment Guide (2003).

**Domain C: Teaching for Student Learning**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>Communicating learning goals and instructional procedures clearly to students.</i>	Rarely communicates learning goals and instructional procedures clearly to students.	Usually communicates learning goals and instructional procedures clearly to students.	Consistently communicates learning goals and instructional procedures clearly to students.
<i>Making content comprehensible to students.</i>	Rarely makes content comprehensible to students.	Usually makes content comprehensible to students.	Consistently makes content comprehensible to students.
<i>Uses appropriate pedagogical content knowledge.</i>	Rarely uses appropriate pedagogical content knowledge.	Usually uses appropriate pedagogical content knowledge.	Consistently uses appropriate pedagogical content knowledge.
<i>Encouraging students to extend their thinking.</i>	Rarely uses strategies to extend students' thinking.	Usually uses strategies to extend students' thinking.	Consistently uses strategies to extend students' thinking.
<i>Using appropriate assessment tools and accurately summarizing results.</i>	Rarely uses a variety of appropriate assessments to determine the effects on students learning.	Usually uses a variety of appropriate assessments to determine the effects on students learning.	Consistently uses a variety of appropriate assessments to determine the effects on students learning.
<i>Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning.</i>	Rarely monitors students' understanding of content or provides feedback to students to assist learning.	Usually monitors students' understanding of content and provides feedback to students to assist learning.	Consistently monitors students' understanding of content and provides feedback to students to assist learning.
<i>Adjusting learning activities as the situation demands.</i>	Rarely adjusts learning activities as the situation demands.	Usually adjusts learning activities as the situation demands.	Consistently adjusts learning activities as the situation demands.
<i>Using instructional time effectively.</i>	Rarely uses instructional time effectively.	Usually uses instructional time effectively.	Consistently uses instructional time effectively.

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**Domain D: Teacher Professionalism**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>Reflecting on the extent to which the learning goals were met.</i>	Rarely reflects on the extent to which instructional or professional goals were met.	Generally reflects on the extent to which instructional and professional goals were met.	Consistently and productively reflects on the extent to which instructional and professional goals were met.
<i>Demonstrating a sense of efficacy.</i>	Rarely conveys a sense of efficacy, a commitment to finding an effective approach to student learning or a sense of responsibility for finding techniques to enhance learning.	Generally conveys a sense of efficacy, a commitment to finding an effective approach to student learning and a sense of responsibility for finding techniques to enhance learning.	Consistently conveys a sense of efficacy, a commitment to finding an effective approach to student learning and a sense of responsibility for finding techniques to enhance learning.
<i>Demonstrating a commitment to the profession.</i>	Rarely demonstrates professional behaviors or ideals.	Generally consistently demonstrates professional behaviors and ideals.	Consistently demonstrates professional behaviors and ideals.
<i>Identifying personal strengths and weakness.</i>	Rarely identifies personal strengths or weaknesses related to instructional responsibilities.	Generally identifies personal strengths and weaknesses related to instructional responsibilities.	Consistently and effectively identifies personal strengths and weaknesses related to instructional responsibilities.
<i>Valuing input from students, colleagues and supervisors to improve performance.</i>	Rarely values input from students, colleagues or supervisors to improve performance.	Generally values input from students, colleagues and supervisors to improve performance.	Consistently values input from students, colleagues and supervisors to improve performance.
<i>Knowing and upholding ethical/professional standards.</i>	Rarely demonstrates an ethical philosophy of education.	Generally demonstrates an ethical philosophy of education.	Consistently demonstrates an ethical philosophy of education.
<i>Engaging in activities for professional learning and leadership</i>	Rarely provides evidence of engaging in activities to enhance professional learning or leadership skills.	Generally provides evidence of engaging in activities to enhance professional learning and leadership skills.	Consistently provides evidence of engaging in activities to enhance professional learning and leadership skills.

\* Content of Domain A-G adapted from Educational Testing Service Praxis III Performance Assessment Guide (2003).

**Domain E: Sensitivity and Response to Diverse Students and Contexts**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>Fostering an environment where diversity is valued.</i>	Rarely fosters a learning environment where diversity is valued or respected.	Usually fosters a learning environment where diversity is valued and respected.	Consistently fosters a learning environment where diversity is valued and respected.
<i>Selecting content that promotes tolerance and avoids biases, prejudices and stereotypes.</i>	Rarely selects teaching methods, learning activities, or instructional materials or resources that avoids biases, prejudices, and stereotypes.	Usually selects teaching methods, learning activities, and instructional materials or resources that avoids biases, prejudices, and stereotypes.	Consistently selects teaching methods, learning activities, and instructional materials or resources that avoids biases, prejudices, and stereotypes.
<i>Adapting lesson plans and/or instruction to meet diverse student needs.</i>	Rarely adapts teaching methods, learning activities, or instructional materials or resources to meet diverse student needs.	Usually adapts teaching methods, learning activities, and instructional materials or resources to meet diverse student needs.	Consistently adapts teaching methods, learning activities, and instructional materials or resources to meet diverse student needs.
<i>Employing varied, ethical and culture-fair assessment practices</i>	Rarely employs teaching methods, learning activities, or instructional materials or resources to meet diverse student needs.	Usually employs teaching methods, learning activities, and instructional materials or resources to meet diverse student needs.	Consistently employs teaching methods, learning activities, and instructional materials or resources to meet diverse student needs.

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**Domain F: Technology Competency and Utilization**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>Recognizing how technology impacts pedagogy.</i>	Rarely uses appropriate technology to enhance pedagogy, learning or assessment.	Usually uses appropriate technology to enhance pedagogy, learning and assessment.	Consistently uses appropriate technology to enhance pedagogy, learning and assessment.
<i>Using technology for planning, instruction and assessment.</i>	Rarely uses appropriate software tools to manage classroom documents (i.e. attendance, grades, learning outcomes).	Generally uses appropriate software tools to manage classroom documents (i.e. attendance, grades, learning outcomes).	Consistently uses appropriate software tools to manage classroom documents (i.e. attendance, grades, learning outcomes).
<i>Determining appropriate technology and computer applications.</i>	Rarely determines appropriate technology and computer applications.	Usually determines appropriate technology and computer applications.	Consistently determines appropriate technology and computer applications.
<i>Engaging students in a variety of technology.</i>	Rarely engages students with technology.	Generally engages students with a variety of technology.	Consistently engages students with a variety of technology.

\* Content of Domain A-G adapted from Educational Testing Service Praxis III Performance Assessment Guide (2003).

**Domain G: Collaborative Interaction with Colleagues, Parents/Guardians and/or Community Members**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<i>Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</i>	Shows no indication of developing professional relationships with colleagues to share teaching insights and coordinate learning activities.	Develops limited professional relationships with colleagues to share teaching insights and coordinate learning activities.	Develops productive professional relationships with colleagues to share teaching insights and coordinate learning activities.
<i>Serving as a resource to colleagues, administrators and parents, as possible, in areas of expertise.</i>	Shows no indication of collaboration with colleagues, administrators or families in areas of expertise.	Collaborates with colleagues, administrators and families, as possible, in areas of expertise in a limited way.	Effectively collaborates with colleagues, administrators and families in areas of expertise.
<i>Interacting and communicating effectively with colleagues, families and students.</i>	Shows no indication of interacting and communicating with colleagues, families and students.	Interacts and communicates with colleagues, families and students in a limited way.	Effectively interacts and communicates with colleagues, families and students.
<i>Fostering positive relationships with the community.</i>	Shows no indication of the ability to foster positive relationships with community, including identifying community resources.	Fosters positive relationships with community, including identifying community resources, in a limited way.	Consistently fosters positive relationships with community, including identifying community resources.

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