DOMAIN 3: Instruction

Effective educators engage students in learning. Components of Domain 3 include:

- **Reflecting on Teaching**
    - Accuracy
    - Use in Future Teaching
- **Maintaining Accurate Records**
    - Student Completion of Assignments
    - Student Progress in Learning
    - Non-instructional Records
- **Communicating with Families**
    - Information about the Instructional Program
    - Information about Individual Students
    - Engagement of Families in the Instructional Program
- **Participating in a Professional Community**
    - Relationships with Colleagues
    - Involvement in a Culture of Professional Inquiry
    - Service to the School
    - Participation in School and District Projects
- **Growing and Developing Professionally**
    - Enhancement of Content Knowledge and Pedagogical Skill
    - Receptivity to Feedback from Colleagues
    - Service to the Profession
- **Demonstrating Professionalism**
    - Integrity and Ethical Conduct
    - Service to Students
    - Advocacy
    - Decision Making
    - Compliance with School and District Regulations

Instructional Evaluation System Template (IEST – 2015)

DOMAIN 3

	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION **Component 3a: Communication with Students**	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher finds opportunities to extend students' vocabularies.	Teacher's purpose for the lesson or unit is clear. Teacher's directions and procedures are clear to students. Vocabulary is appropriate to the students' ages and interests.	Teacher attempts to explain the instructional purpose, with limited success. Teacher's directions and procedures are clarified after initial student confusion. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's purpose in a lesson or unit is unclear to students. Teacher's directions and procedures are confusing to students. Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION — Component 3b: Using Questioning and Discussion Techniques	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate questions. Students assume responsibility for the success of the discussion, making unsolicited contributions and assisting others in the discussion.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION / **Component 3c: Engaging Students in Learning**	All students are engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. The lesson's structure is coherent. Pacing of the lesson is appropriate for all students. Teacher's explanation of content is engaging and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	Most activities and assignments are appropriate to students, and most students are engaged in exploring content. The lesson has a defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Some activities and assignments are appropriate to some students, but others are not engaged. The lesson has some recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Activities and assignments are inappropriate for students. Students are not engaged in them. The lesson has no structure, or the pace of the lesson is too slow or rushed, or both. Teacher's explanation of the content is unclear or confusing.

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DOMAIN 3: INSTRUCTION **Component 3d: Using Assessment in Instruction**	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher actively and systematically elicits diagnostic information from individual students. Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Teacher's feedback to students is timely and of consistently high quality.	Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback to students is of poor quality and not provided in a timely manner.

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DOMAIN 3: INSTRUCTION **Component 3e: Demonstrating Flexibility and Responsiveness**	Teacher seizes opportunities to enhance learning, building on student interests or a spontaneous event. Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies.	Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a repertoire of strategies.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher ignores or brushes aside students' questions or interests. When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.