<table>
<thead>
<tr>
<th>Component</th>
<th>Instruction</th>
<th>Levels of Performance Rubric – Evidence Summary Form – Classroom Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(performance) (exemplary)</td>
<td>Excellent</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

levels of performance rubric – evidence summary form – classroom teachers
The teacher ensures an opportunity to enhance learning, building a strong emotional support system within the classroom. The teacher models the successful learning process, ensuring students' needs are met. Feedback on students' progress is given to help them grow.

Expansions of content: Today we revised the rules of punctuation, students had to complete a worksheet with the correct punctuations.

Expectations for learning:
- Students will be assessed on their ability to correctly use commas, periods, and other punctuation marks.
- Students will be graded on their accuracy in using commas, periods, and other punctuation marks.
- Students will be praised for their correct use of commas, periods, and other punctuation marks.

Communicating with students: The teacher clearly communicates the lesson's objectives and procedures. The teacher emphasizes the importance of students following the instructions and procedures.
Dom3 Instruction Areas of Growth:

Job-relatedness: These needs while also providing effective and caring instruction to her students.

Throughout the observation were actively engaged and working. There were a variety of activities to choose from that catered to many of the different needs of students in her class. She has done a

instructing students to work on the task individually or their desks. She is very clear in her expectations. She is very clear in her expectations. Her lessons with plenty of examples, modeling and practice.

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Student self-assessment and monitoring of progress.

Lesson Adaptation:

Responsive to students.

Feedback to students.