<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Needs Improvement</th>
<th>Unmet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 3: Instruction</strong></td>
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<tr>
<td>Levels of Performance Rubric - Evidence Summary Form - Classroom Teachers</td>
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</tbody>
</table>

- Feedback to students and teachers, and high-quality evidence-based instruction through evidence-based programs of instruction.
- Assessment is used in a formative manner.
- Student work is evaluated.
- Teacher feedback is effective.
- Students are assessed.
- Instruction is evidence-based.
- Instruction is aligned with the curriculum.
- Instruction is assessed.
- Learning is evaluated.
- Teachers' instruction is evaluated.
- Instruction is evidence-based.
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- Learning is evaluated.
- Teachers' instruction is evaluated.
Domain 3: Instructional Decision-Making

Levels of Performance Rubric - Evidence Summary Form: Domain 3 (cont.)
Issues assessment - Instruction – Use of assessment both informal and formal is extensive and appropriate. She provides specific feedback to students during 1:1 small group, and large group instruction. She uses a variety of quick checks for understanding strategies in addition to observation and she discusses in addition to answering teacher questions.

Suggestions might include:

- Domain 3 Instruction Areas of Growth:

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on the fly responsibility to spontaneous events that will contribute to her students’ learning.