Rubric Comparison for Component **3**_____

Level 2: Limited	Level 3: Clear	Level 4: Clear, Consistent, and Convincing
The LEVEL 2 performance provides limited evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.	The LEVEL 3 performance provides clear evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and applies knowledge of research-and evidence-based instruction, and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.	The LEVEL 4 performance provides clear, consistent, and convincing evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.
The Level 2 performance provides limited evidence:	The Level 3 performance provides clear evidence:	The Level 4 performance provides clear, consistent, and convincing evidence:
*that the teacher creates a supportive or purposeful student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support assuming responsibility for their learning, working collaboratively, showing willingness to take risks, and developing self-confidence.	*that the teacher creates a supportive and purposeful student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support assuming responsibility for their learning, working collaboratively, showing willingness to take risks, and developing self-confidence.	*that the teacher creates a supportive and purposeful student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support assuming responsibility for their learning, working collaboratively, showing willingness to take risks, and developing self-confidence.
*that the teacher provides structure, procedures, and routines that are productive, safe, and predictable, and sets clear expectations for behavior and upholds those expectations.	*that the teacher <u>adequately</u> provides structure, procedures, and routines that are productive, safe, and predictable, and sets clear expectations for behavior and upholds those expectations <u>fairly and consistently</u>.	*that the teacher provides structure, procedures, and routines that are productive, safe, and predictable, and sets clear expectations for behavior and upholds those expectations ***<u>fairly and consistently</u>***.
*that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular feedback to students.	*that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular <u>constructive</u> feedback to students.	*that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides ***<u>specific and focused constructive feedback to students</u>***.
*that the teacher applies knowledge of research- and evidence-based instruction to anchor new learning and concept development, and integrates instructional materials (including	*that the teacher applies knowledge of research- and evidence-based instruction to anchor new learning and concept development, and integrates instructional materials (including assistive	*that the teacher applies knowledge of research- and evidence-based instruction to anchor new learning and concept development, and integrates instructional materials (including

assistive technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.	technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.	assistive technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.
*that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests in identifying high, meaningful, and measurable lesson goals and in selecting instructional strategies, approaches, and resources that support the students' attainment of these goals.	*that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests in identifying high, meaningful, and measurable lesson goals and in selecting <u>research- and evidence-based</u> instructional strategies, approaches, and resources that support the students' attainment of these goals.	*that the teacher draws on detailed knowledge of students' backgrounds, needs, abilities, and interests in identifying high, meaningful, and measurable lesson goals and in ***<u>selecting research- and evidence-based</u>*** instructional strategies, approaches, and resources that support the students' attainment of these goals.
*that the teacher competently creates realistic, age- and developmentally appropriate activities that embody real-world applications and integrates activities that are connected to learning goals, while providing clear connections for students to real-world applications, content areas, or social-skills domains.	*that the teacher creates <u>sufficiently</u> realistic, age- and developmentally appropriate activities that embody real-world applications and integrates activities that are connected to learning goals, while providing clear connections for students to real-world applications, content areas, or social-skills domains.	*that the teacher creates realistic, age- and developmentally appropriate activities that embody real-world applications and integrates activities that are connected to learning goals, while providing clear connections for students to real-world applications, content areas, or social-skills domains.
*that the teacher communicates <mark>adequately</mark> about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it; reflects on its implications for future teaching; and seeks ways to improve practice to promote student learning.	*that the teacher communicates <u>effectively</u> about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it <u>fully</u>; reflects on its implications for future teaching; and <u>strategically</u> seeks ways to improve practice to promote student learning.	*that the teacher communicates ***persuasively*** about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; ***<u>analyzes it fully and thoughtfully</u>***; ***<u>reflects insightfully</u>*** on its implications for future teaching; and ***<u>strategically</u>*** seeks ways to improve practice to promote student learning.
Overall, there is <mark>limited evidence</mark> of establishing a safe, fair, equitable, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.	Overall, there is <u>clear evidence</u> of establishing a safe, fair, equitable, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.	Overall, there is ***<u>clear, consistent, and convincing evidence</u>*** of establishing a safe, fair, equitable, and challenging environment that ***<u>fosters the active engagement of students with the teacher</u>*** and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.