Domain 1	Planning and Preparation
1a Demonstrating knowledge and Content Pedagogy	• Pre-assessment of student knowledge to identify misconceptions and addressing them before proceeding- Surveys, response cards, KWL, Do Nows • Interdisciplinary and Interdisciplinary relationship – Connection to other subjects and the real world • Knowledge of prerequisite relationships • Clear and accurate explanations • Feedback furthers learning • Knowledge of content
1b Demonstrating knowledge of students	• Folders on all students contain: State test information, Multi-intelligent inventories, IEP, likes and dislike surveys, grouping information, Student brochures, student letters, parent involvement • Student information is used in planning • Teacher is involved in community events
1c Setting Instructional Outcomes	• Clear objective: What they will learn • Clear, rigorous, in sequence • Outcomes differentiated by cognitive level (Blooms) • Outcomes differentiated by student Multi-intelligent, likes and dislikes, tiered lesson, Auditory-Visual- kinesthetic, concrete-Abstract
1d Demonstrating Knowledge of resources	• For Teachers: attend workshops, read educational literature, direct continuous learning – peer assistance, consultants, learning communities • For Students: varied text books (higher and lower than grade level), internet, district materials
1e Designing Coherent Instruction	• Lessons engage students • Use of instructional groups- pairs, groups, stations, parallel, alternative, whole class • High-level thinking • Choice for students • Differentiated • Make connections to other disciplines
1f Designing Student Assessment	• Lessons and assessments match expected outcomes • Use of rubrics – teacher and student designed • Teacher and student made assessments • Assessments have real world connection • Modified assessments for individual students • Assessments are differentiated (Choice) • Assessments are used by teacher and students to determine future actions

Domain 2	Classroom Environment
2a Creating an Environment of respect and Rapport	• Respectful classroom – Warmth, fairness, caring, politeness, encouragement, active listening • Appropriate Discussion during group work • Knowledge of students • Students correct one another
2b Establishing a culture for learning	• High expectations • Passion for subject • Student desire to learn • Student pride in work • All students participate • Students not satisfied unless they have complete understanding
2c Managing Classroom Procedures	• Procedures and routines in place • No loss of instructional time • Students play an important role – hand out papers and supplies, move chairs/tables for grouping
2d Managing student behavior	• No student misbehavior • Redirect misbehavior by moving or nonverbal communication • Teacher awareness of student behavior • Expectations are clear
2e Organizing Physical Space	• Safety • Use of Whiteboard • Modifications made for special needs students • Chairs and tables arranged for learning activity

Domain 3	Instruction
3a Communication with Students	- Goals for learning are communicated - Clear Directions - Explanations of content are clear, engaging, connecting to interest, scaffold, rich vocabulary - Teacher points out areas of misunderstanding
3b Using Questioning and Discussion Techniques	- Teacher and students use higher level questioning - All students engage in discussion - Effective use of responses and ideas
3c Engaging students in Learning	- Students understanding through what they do - Lessons have a beginning, middle, and end. - Students provide suggestions on groupings and modifications - Students have choice - Students have an opportunity for reflection - Students understand criteria for assessment - Students receive timely feedback
3d Using Assessment in Instruction	- Constantly assessing class - Evidence students have assisted in evaluation criteria - Feedback is specific and timely - Adjustments to lesson based on continuing assessment
3e Demonstrating Flexibility and Responsiveness	- Able to make lesson adjustments when needed - Able to capitalize on teachable moment - Don't give up when difficulties arise – seek help when necessary

Domain 4	Professional Responsibilities
4a Reflecting on Teaching	- Assessment of lesson is accurate - Use ever-increasing strategies based on reflection
4b Maintaining Accurate Records	- Student folders are maintained by the student - Progress is maintained by student - Folders contain non-instructional information
4c Communicating with families	- Students developed materials to inform their families about instructional program – timeline of instruction activities - Frequent information about student progress - Frequent engagement of family in learning activities
4d Participating in a Professional Community	- Teachers plan, share and encourage others to improve instructional skill - Participate in a learning community - Teacher efforts go beyond classroom duties - Teachers support larger school and district projects
4e Growing and Developing Professionally	- Up to date content knowledge and pedagogical skill - Teachers activity seek feedback from supervisors and colleagues - Leadership role in professional organizations
4f Showing Professionalism	- Put students first - Support students best interest - High standards of honesty, integrity, confidentially - Take leadership role in decision making - Consistently fulfills school and district mandates