

## Domain #1 – Planning and Preparation

| Framework Guidelines                                 | Artifacts/Actions to illustrate proficiency  |
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| 1a – Demonstrating knowledge of content and pedagogy | <p>Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice</p> <ul style="list-style-type: none"> <li>*List of content-area courses taken to advance content/pedagogical knowledge</li> <li>*List of workshops attended related to teacher's content/pedagogical area/district initiative</li> <li>*List of presentations made at conferences/meetings pertaining to content-related material</li> <li>*List of articles/books written for professional journals/publishers that pertain to a teacher's content area</li> <li>*List of websites visited/used that pertain to content-related material/Common Core State Standards (CCSS)/district initiatives</li> <li>*List of content-related/pedagogical webinars that teacher participated in (include dates and certificates of completion, if provided)</li> <li>*List of free online courses (MOOCs, Itunes, Coursera, etc.) that teacher took to advance content/pedagogical knowledge (include dates and certificates of completion, if provided)</li> <li>*List of courses taught at upper-level institutions</li> <li>*Examples of student work that show relevant, meaningful comments made by the teacher, comments that illustrate the teacher's content/pedagogical strengths</li> <li>*Summer reading lists and summer preparation</li> </ul> |
| 1b – Demonstrating knowledge of students             | <ul style="list-style-type: none"> <li>*Lists of accommodations made for individual students</li> <li>*Lists of modifications made for students with IEPs/504s</li> <li>*Examples of differentiation in the classroom – i.e. – different handouts/exercises/assignments geared for specific learning groups</li> <li>*Examples of instructional scaffolding in the classroom</li> </ul>  |
| 1c – Setting instructional outcomes                  | <ul style="list-style-type: none"> <li>*Lesson plans (units) aligned to curriculum guides/CCSS</li> <li>*Instructional outcomes are listed on the board prior to class instruction</li> <li>*Examples of activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; communication [written/spoken]; etc.)</li> <li>*Assessments that show outcomes are being achieved in your classroom</li> </ul>  |
| 1d – Demonstrating knowledge of resources            | <ul style="list-style-type: none"> <li>*Examples of diverse resources used in the classroom (print and electronic)</li> <li>*Lists of speakers used in your classes</li> <li>*Supplemental materials you provide or recommend for your students – after-school tutoring, supplemental coursework, etc.</li> <li>*Explanations of how you use aides and specialists in your classes</li> <li>*Professional journals you regularly read and consult</li> </ul>   |
| 1e – Designing coherent instruction                  | <ul style="list-style-type: none"> <li>*Unit plans that exhibit               <ol style="list-style-type: none"> <li>1. Coherence (methods, materials, assessments all work together)</li> <li>2. Variety of instructional activities and methods</li> <li>3. Problem-based learning</li> <li>4. Student choice</li> <li>5. Higher order thinking activities</li> </ol> </li> </ul>  |
| 1f – Designing student assessments                   | <ul style="list-style-type: none"> <li>*A variety of formative/summative assessments connected to classroom instruction/outcomes</li> <li>*Rubrics used to evaluate student work</li> <li>*Examples of student assessments with teacher comments</li> </ul>  |

## Domain #2 – The Classroom Environment

| Framework Guidelines                                | Artifacts/Actions to illustrate proficiency   |
|---|---|
| 2a – Creative an environment of respect and rapport | <p><u>*To be observed during classroom observation</u></p> <ul style="list-style-type: none"> <li>*Teacher has positive, meaningful interaction with students</li> <li>*Students have positive, meaningful interaction with each other</li> <li>*Students feel comfortable in the classroom, with the instructor and with each other</li> </ul>   |
| 2b – Establishing a culture for learning            | <p><u>*To be observed during classroom observation</u></p> <ul style="list-style-type: none"> <li>*Students are actively engaged and care about what they are doing (Not going through motions)</li> <li>*Teacher encourages high level thinking/has high expectations</li> <li>*Classroom displays student work</li> <li>*Classroom has visual aids that enhance the learning process</li> </ul>   |
| 2c – Managing classroom procedures                  | <p><u>*To be observed during classroom observation</u></p> <ul style="list-style-type: none"> <li>*Classroom rules are posted and students are aware and follow them.</li> <li>*Teacher makes effective use of class time (bell to bell teaching)</li> <li>*Small groups work efficiently and students take initiative within those groups/groups are monitored by teacher</li> <li>*Teacher has clear plan for non-instructional tasks – passing out papers, taking attendance, bathroom passes, etc.</li> <li>*Teacher makes effective use of aides/para-professionals</li> </ul> |
| 2d – Managing student behavior                      | <ul style="list-style-type: none"> <li>*Logs of parent contacts pertaining to student behavior (phone/email/meeting)</li> </ul> <p><u>*To be observed during classroom observation</u></p> <ul style="list-style-type: none"> <li>*Students are actively engaged in the class</li> <li>*Students are monitored and know the rules of the class</li> <li>*Students monitor their own behavior</li> </ul>   |
| 2e – Organizing physical space                      | <p><u>*To be observed during classroom observation</u></p> <ul style="list-style-type: none"> <li>*Classrooms are organized for effective teaching</li> <li>*Classroom is safe (cords, computers, heavy objects, etc. are secure)</li> </ul>  |

## Domain #3 – Instruction

| Framework Guidelines                              | Artifacts/Actions to illustrate proficiency   |
|---|---|
| 3a – Communicating with students                  | <ul style="list-style-type: none"> <li>*A sampling of assignments that clearly show what you expect from the students is clearly evident; communication is clear and effective</li> <li>*Electronic communications with students (Edmodo, email, etc.)</li> <li>*Class websites are updated regularly</li> <li>*Gradebooks are updated regularly</li> <li>*<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> <li>*Teachings facilitate strong classroom discussion</li> <li>*Students take initiative in classroom discussion</li> <li>*Teacher explains to students the purpose of particular assignment/activity/learning</li> </ul> </li> </ul>  |
| 3b – Using questioning and discussion techniques  | <ul style="list-style-type: none"> <li>*If the teacher’s formal observation is not “heavy” on questioning/discussion, teacher should provide a sampling of activities that exhibit his/her ability to develop/implement effective questions in varying group settings (whole class/small group/differentiated settings/etc.)</li> <li>*<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> <li>*All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit</li> <li>*Students are grouped appropriately to achieve the most learning from the questioning/discussion</li> <li>*Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion</li> <li>*Students take an active role in the questioning/discussion</li> </ul> </li> </ul> |
| 3c – Engaging students in learning                | <ul style="list-style-type: none"> <li>*<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> <li>*In-class activities are challenging</li> <li>*Homework is challenging</li> <li>*Class is paced well</li> <li>*Students are grouped effectively</li> <li>*Students are on a meaningful task bell-to-bell</li> <li>*Students take an active role in their learning</li> </ul> </li> </ul>  |
| 3d – Using assessments in instruction             | <p>SIMILAR TO DOMAIN 1f</p> <ul style="list-style-type: none"> <li>*Samples of diagnostic tests</li> <li>*Examples of pre-test/post test</li> <li>*Examples of formative/summative assessments</li> <li>*Examples of feedback given to the student</li> <li>*Examples of rubrics</li> </ul>   |
| 3e – Demonstrating flexibility and responsiveness | <ul style="list-style-type: none"> <li>*Examples of student/teacher homework contracts</li> <li>*Examples of teacher-initiated help for particular students</li> <li>*Examples of how modifications/accommodations are used for a particular assignment/activity/assessment</li> <li>*<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> <li>*Teacher is willing to adjust a lesson to guarantee learning</li> <li>*Teacher seizes on a “teachable moment”</li> </ul> </li> </ul>  |

## Domain #4 – Professional Responsibilities

| Framework Guidelines                           | Artifacts/Actions to illustrate proficiency  |
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| 4a – Reflecting on teaching                    | *Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation  |
| 4b – Maintaining accurate records              | *Gradebook maintained<br>*Class website maintained<br>*Classroom inventory<br>*Student assessment data organized<br>*Budgets   |
| 4c – Communicating with families               | *Classroom newsletters<br>*Class website<br>*List of classroom volunteers<br>*List of communication with parents about student progress/success (email/phone/meeting). Keep an accurate log<br>*Examples of assignments geared particularly for families (photo frames, Mothers’ Day cards, etc.)<br>*Teacher-organized community activities   |
| 4d – Participating in a professional community | *A list of all committees on which the teacher serves and in what capacity (local, state, national, teacher association, etc.)<br>*A list of all extra-curricular activities supervised/coached<br>*A list of all volunteer work/paid within the school (scheduling, Market Days, book fairs, McTeacher days, ticket taker, etc.)<br>*A list of all presentations made at the local, state, and national level<br>*A list of all workshops/meetings attended as a representative of the district |
| 4e – Growing and developing professionally     | *See DOMAIN 1a<br>*Examples of local professional development communities  |
| 4f – Showing professionalism                   | *This is a tough one for administrators to document. If a teacher is to be marked down because of a lack of professionalism, reasons must be in writing and should not be entirely anecdotal. In essence, the teacher should . . .<br>*Be on time<br>*Dress appropriately<br>*Be positive<br>*Help students<br>*Follow the teacher handbook/board policy   |