



**Topic/
Objective:**

**Teacher
Evaluation
Domain 3**

Name:

Date:

Period:

Essential Question: **What does effective teaching look like?**

4 Domains Elements to support/determine effectiveness.

**Domain 3
(Teaching for Learning)** To what level...

a. Communicate w/students (culture & development) **a. Am I ensuring directions are clear and understandable?
Am I ensuring content is communicated in a clear and concise manner?**

Use clear communication. Specific vocabulary. State in many ways so ALL students understand. Anticipate questions & misconceptions. Provide feedback & clarification – on-going & consistent (not just a comment on a test) Students should be aware of their progress.

b. Questioning & Discussion (Classroom Discourse) **b. Am I ensuring all students have an opportunity answer questions?
Are my questions thought provoking and rigorous?**

Questions should elicit thought provoking responses. Go beyond simple recall. **Costa's questioning???** & **Webb's Depth of Knowledge**. Allow students to engage with one another to discuss responses/rationale (Philosophical chairs, Socratic Seminars) Scaffold questions to increase opportunity for deeper understanding. Use & encourage students to use academic language in meaningful conversations. Students should be asking clarifying questions. Interactive Dialogue.

c. Engaging in student learning **c. Are my students engaged in the lesson's activities?
Are my activities sequential and aligned to daily learning objectives/goals?
Are my students required to be intellectually engaged with the course content?**

Your lesson plan comes alive! Differentiated Instruction – Content, Process, Product! Activities should engage student interest. Scaffold to deepen understanding & connect to prior knowledge. Activities are relevant and connect to daily learning goal/objective (connect to standard) Adapted to individual learning needs and abilities. Make connections & understand relevance. Your activities should be formative and instruction should be adapted based on outcomes. (5 E's, Engage, Explore, Evaluate etc)

d. Assessment in Instruction **d. Am I determining the understanding and needs of each student during the lesson?
Are my students aware of how they will demonstrate their understanding of the content?**

Have clear goals and performance criteria. Include and communicate with the students in developing criteria. Students are assessed on what they have been taught. Adapt instruction based on outcomes. Include students in assessment (development, peer & self)- this enables students to understand their own learning by evaluating and analyzing data. (What does this mean?) Assess in a variety of ways.

e. Flexibility & Responsiveness **e. Am I modifying instruction within the lesson/class period?**

Teachable moments! Take the opportunity to enhance depth of knowledge. Apply student interest as it relates to current lesson & learning goal. Use every trick up your sleeve. Seek out others who have a greater repertoire of strategies & tricks. It's ok to adjust your lesson & stray from your lesson plan based on student questions and needs. Make sure ALL students get it, NO MATTER WHAT!

Summary: Domain 3: Teaching for Learning means: Engaging all students in rich & meaningful learning opportunities that align with content standards/daily learning objectives/goals. Differentiated Instruction, Classroom discourse, and flexibility & responsiveness are essential for greater opportunity for student understanding and depth of knowledge. Through explicit and purposeful instruction, students can make connections to prior knowledge and real-world situations. Students are aware of what they are expected to learn, performance criteria for success and are assessed in a variety of ways on what has been taught. Assessment data should be used not only to measure student progress but to adapt instruction as well.