



**Topic/
Objective:**

**Teacher
Evaluation
Domain 1**

Name:

Date:

Period:

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

4 Domains	Elements to support/determine effectiveness.
Domain 1 (prep/plan)	To what level...
a. Content Knowledge	a. Am I communicating the content? Will students learn content?
	Know your stuff. In depth & accurate knowledge of standards & curriculum. Use current resources & info. Expand into real world application (make connections)
b. Coherent Instruction (Meaningful Learning)	b. Are my activities meaningfully sequenced to support learning? Am I using a variety of activities and learning strategies within my plan?
	Explicit Instruction. Sequence information. Plan activities based on student learning styles and needs (Scaffold, Shelter, develop vocabulary, groupings, extension activities)
c. Instructional Outcomes (Learning Goals)	c. Am I communicating daily learning goals and objectives? Am I aligning learning goals with the content standards?
	Depth of Knowledge! Know and understand standards. Align with standards. Need to be measurable and observable. Incorporate rigorous activities. Modify instruction to ensure all learner needs are met. Aim for deep understanding by students.
d. Knowledge of resources & implementation	d. Am I using skills and content learned/gained from PD opportunities? Am I using resources to support student learning? (teacher and student)
	Use and seek out knowledge and resources (including community resources) gained from PD opportunities to support and enhance student learning & content knowledge. Use materials (including text-books and support materials) to support individual student needs. Participate in and facilitate PD for colleagues (school-wide initiatives)
e. Knowledge of students	e. Am I addressing student learning styles and needs in this lesson? Am I using student achievement data to design instruction that support content acquisition? (How am I using the data?)
	Cultural & background knowledge of students (Language & interests). Learning styles & needs (strengths & deficits – ELL, SpED etc.) Cultural proficiency (strategies). Extensive knowledge & understanding vs. solid. Mentor novice teachers. Serve as a model (demonstrate through practice)
f. Assessment	f. Am I incorporating formative assessment techniques throughout my lesson? Am I assessing student understanding of the learning objectives at the end of the lesson?
	Assess in multiple ways to show student learning and understanding. Assess based on what is taught – instructional outcomes/goals. Assessment tools are aligned with outcomes/goals. (Full alignment) Make sure students are aware of what expectations are (know criteria for success) & relation to individual learning. Adjust instruction based on outcomes of formative/summative assessments. Explicitly planned. Facilitate/implement school-wide training and use of understanding assessment data.

Summary: Domain 1: Planning and Preparation means: Explicit alignment between content standards/curriculum/assessment. Am I taking into consideration: student needs (cultural & academic) when I am planning my lessons? Am I planning meaningful and relevant activities to deepen student understanding of content or am I just skimming the surface (Depth vs. Breadth) Am I using resources that are relevant to student learning/understanding? How do I know if my instruction has increased their understanding?