Domain 1: **PREPARATION AND PLANNING**

* 1A: **Demonstrating knowledge and content**: ***Demonstrating knowledge of content and pedagogy***
  + *To what level is content communicated in the lesson plan and resulting lesson?*
* 1B: **Designing coherent instruction**: ***1E: Designing coherent instruction***
  + *To what level are activities meaningfully sequenced to support learning?*
  + *To what level are a variety of learning strategies used within the instructional plan?*
* 1C: **Setting instructional outcomes**: **same**
  + *How are daily learning goals communicated to students?*
  + *To what level do learning goals directly align to content standards?*
* 1D: **Demonstrating knowledge of resources**: **same**
  + *How does the teacher utilize skills and content learned from professional development opportunities?*
  + *What resources have been provided to students to support learning?*
* 1E: **Demonstrating knowledge of students**: ***1B: Demonstrating Knowledge of Students***
  + *To what level have student learning styles been addressed in the lesson?*
  + *How has student achievement data been used to design activities to support content acquisition?*
* 1F: **Designing student assessment**: **same**
  + *To what level has the teacher incorporated formative assessment techniques throughout the lesson?*
  + *How are students assessed to determine understanding of the learning target at the end of the lesson?*

Domain 2: **CREATING AN ENVIRONMENT FOR LEARNING**

* 2A: **Creating an environment of respect and rapport: same**
  + *To what level are interactions in the classroom positive and productive?*
  + *To what level are all student groups respected and valued in the classroom?*
* 2B: **Organizing physical space: 2 E: Organizing physical space**
  + *To what level do all students have equal access to learning resources and materials?*
  + *To what level does the classroom environment support the day’s lesson?*
* 2C: **Establishing a culture for learning 2B: Establishing a culture for learning**
  + *To what level do students exhibit a learning energy during the lesson that supports engagement?*
  + *To what level are students encouraged to communicate with others to address learning goals?*
* 2D: **Managing classroom procedures 2C: Managing classroom procedures**
  + *To what level is the classroom culture and routine maximizing instructional time?*
  + *To what level does the teacher use developmentally appropriate procedures to maximize instructional time?*
* 2E: **Managing student behavior 2D: Managing student behavior**
  + *To what level are student behavior expectations consistently monitored and reinforced?*

Domain 3: **TEACHING FOR LEARNING**

* 3A: **Communicating with students in a manner that is appropriate to their culture and level of development 3A: Communicating with students**
  + *To what level are directions clearly delivered and understandable?*
  + *To what level is content communicated in a clear, concise manner?*
* 3B: **Using questioning and discussion techniques to support classroom discourse 3B: Using Questioning and Discussion Techniques**
  + *To what level do all students have an opportunity to answer questions?*
  + *To what level are questions thought provoking and rigorous?*
* 3C: **Engaging students in learning 3C: same**
  + *To what level are students engaging in the lesson’s activities?*
  + *To what level are activities sequential and aligned to the daily learning targets?*
  + *To what level are students required to be intellectually engaged with the course content?*
* 3D: **Assessment in instruction: 3D: Using assessments in instruction**
  + *To what level does the teacher determine the understanding and needs of each student during the lesson?*
  + *To what level are students aware of how they will demonstrate understanding of the content/lesson?*
* 3E: **Demonstrating flexibility and responsiveness 3E: same**
  + *To what level does the teacher modify instruction within the lesson/class period?*

Domain 4: **PROFESSIONALISM**

* 4A: **Communicating with families 4C: Communicating with families**
  + *How well does the teacher engage families in the instructional program?*
  + *To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate?*
* 4B: **Participating in a professional community 4D: Participating in the Professional Community**
  + *How willing and eager is the teacher to participate in the professional community?*
  + *How collegial and productive are the teacher’s relationships with their colleagues?*
* 4C: **Reflecting on teaching 4A: Reflecting on Teaching**
  + *How detailed, accurate and thoughtful is the teacher’s reflection on their instructional practices?*
* 4D: **Demonstrating professionalism 4F: Showing Professionalism**
  + *How high are the teacher’s professional standards and practices?*
  + *To what level is the teacher willing to comply with district and school rules and regulations?*
* 4E: **Growing and developing professionally 4E: same**
  + *To what level does the teacher seek out, implement and share professional learning?*
  + *How well does the teacher utilize feedback?*
* 4F: **Maintaining accurate records 4B: Maintaining accurate records**
  + *How efficient and accurate are the teacher’s record-keeping systems?*