

Domain #1 – Planning and Preparation

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

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

Domain #3 – Instruction

Framework Guidelines	Artifacts/Actions to illustrate proficiency
3a – Communicating with students	<ul style="list-style-type: none"> *A sampling of assignments that clearly show what you expect from the students is clearly evident; communication is clear and effective *Electronic communications with students (Edmodo, email, etc.) *Class websites are updated regularly *Gradebooks are updated regularly *<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> *Teachings facilitate strong classroom discussion *Students take initiative in classroom discussion *Teacher explains to students the purpose of particular assignment/activity/learning
3b – Using questioning and discussion techniques	<ul style="list-style-type: none"> *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.) *<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> *All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit *Students are grouped appropriately to achieve the most learning from the questioning/discussion *Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion *Students take an active role in the questioning/discussion
3c – Engaging students in learning	<ul style="list-style-type: none"> *<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> *In-class activities are challenging *Homework is challenging *Class is paced well *Students are grouped effectively *Students are on a meaningful task bell-to-bell *Students take an active role in their learning
3d – Using assessments in instruction	<p>SIMILAR TO DOMAIN 1f</p> <ul style="list-style-type: none"> *Samples of diagnostic tests *Examples of pre-test/post test *Examples of formative/summative assessments *Examples of feedback given to the student *Examples of rubrics
3e – Demonstrating flexibility and responsiveness	<ul style="list-style-type: none"> *Examples of student/teacher homework contracts *Examples of teacher-initiated help for particular students *Examples of how modifications/accommodations are used for a particular assignment/activity/assessment *<u>To be observed during classroom observation</u> <ul style="list-style-type: none"> *Teacher is willing to adjust a lesson to guarantee learning *Teacher seizes on a “teachable moment”

Domain #4 – Professional Responsibilities

Framework Guidelines	Artifacts/Actions to illustrate proficiency
4a – Reflecting on teaching	*Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation
4b – Maintaining accurate records	*Gradebook maintained *Class website maintained *Classroom inventory *Student assessment data organized *Budgets
4c – Communicating with families	*Classroom newsletters *Class website *List of classroom volunteers *List of communication with parents about student progress/success (email/phone/meeting). Keep an accurate log *Examples of assignments geared particularly for families (photo frames, Mothers’ Day cards, etc.) *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.) *A list of all extra-curricular activities supervised/coached *A list of all volunteer work/paid within the school (scheduling, Market Days, book fairs, McTeacher days, ticket taker, etc.) *A list of all presentations made at the local, state, and national level *A list of all workshops/meetings attended as a representative of the district
4e – Growing and developing professionally	*See DOMAIN 1a *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 . . . *Be on time *Dress appropriately *Be positive *Help students *Follow the teacher handbook/board policy