### Domain #1 – Planning and Preparation

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<th>Framework Guidelines</th>
<th>Artifacts/Actions to illustrate proficiency</th>
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| 1a – Demonstrating knowledge of content and pedagogy | Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice  
   * 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 | * 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 | * 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 | * 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 | * Unit plans that exhibit  
   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 | * A variety of formative/summative assessments connected to classroom instruction/outcomes  
   * Rubrics used to evaluate student work  
   * Examples of student assessments with teacher comments |
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<th>Domain #2 – The Classroom Environment</th>
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| 2a – Creative an environment of respect and rapport | *To be observed during classroom observation*  
*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 | *To be observed during classroom observation*  
*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 | *To be observed during classroom observation*  
*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 | *Logs of parent contacts pertaining to student behavior (phone/email/meeting)  
*To be observed during classroom observation*  
*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 | *To be observed during classroom observation*  
*Classrooms are organized for effective teaching  
*Classroom is safe (cords, computers, heavy objects, etc. are secure) |
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| **3a – Communicating with students** | *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  
*To be observed during classroom observation  
  *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** | *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.)  
*To be observed during classroom observation  
  *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** | *To be observed during classroom observation  
  *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** | SIMILAR TO DOMAIN 1f  
  *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** | *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  
*To be observed during classroom observation  
  *Teacher is willing to adjust a lesson to guarantee learning  
  *Teacher seizes on a “teachable moment” |
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<th>Domain #4 – Professional Responsibilities</th>
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<td>4a – Reflecting on teaching</td>
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| 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 |