

<b>Domain 1: Planning and Preparation</b>		
	<i>An accomplished teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>1a. Demonstrating knowledge of Content and Pedagogy</b></p> <p><i>Likely Occurrence(s)</i></p> <p><input checked="" type="checkbox"/> Pre-conference</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input type="checkbox"/> Post-conference</p>	<p>The teacher’s plans and practices reflect extensive knowledge of the content, the structure of the discipline and the instructional practice. The teacher actively builds on prerequisites and clarifies misconceptions.</p> <p>The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.</p>	<p>Do lesson plans:</p> <ul style="list-style-type: none"> <li>• reflect extensive knowledge of content?</li> <li>• indicate the necessary prerequisites?</li> <li>• utilize research-based strategies specific to the discipline?</li> <li>• demonstrate the ability to see connections between concepts</li> <li>• guide students toward application of concepts?</li> </ul> <p>Do classroom activities:</p> <ul style="list-style-type: none"> <li>• reflect teacher clarification of student misconceptions?</li> </ul>
<b>What Portfolio Artifacts might be included?</b> Membership in professional organizations; Professional Development Portfolio; Lesson Plans		
	<i>An accomplished teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>1b. Demonstrating Knowledge of Students</b></p> <p><i>Likely Occurrence(s)</i></p> <p><input checked="" type="checkbox"/> Pre-conference</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input type="checkbox"/> Post-conference</p>	<p>The teacher actively seeks knowledge of students’ backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from a variety of sources for individual students.</p>	<p>Do lesson plans:</p> <ul style="list-style-type: none"> <li>• reflect incorporation of varied student backgrounds/cultures?</li> <li>• reflect differentiation (content, product, process, learning environment) to meet individual learning needs?</li> <li>• include strategies for English language learners?</li> <li>• include strategies for students with special learning needs?</li> </ul> <p>Do classroom activities:</p> <ul style="list-style-type: none"> <li>• provide activities that are engaging and authentic for students?</li> </ul>
<b>What Portfolio Artifacts might be included?</b> Interest Inventories; Learning Styles Profiles; Parent Communications; Sociograms; Classroom Grouping Strategies		

	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>1c. Setting Instructional Outcomes</b></p> <p><i>Likely Occurrence(s)</i>  <input checked="" type="checkbox"/> Pre-conference  <input checked="" type="checkbox"/> Observation  <input type="checkbox"/> Post-conference</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards taking into account of the needs of individual students.</p>	<p>Do the lesson plans include instructional goals :</p> <ul style="list-style-type: none"> <li>• that are rigorous?</li> <li>• that are aligned with district curriculum and pacing guides?</li> <li>• that are differentiated to meet the needs of all students?</li> <li>• that are measurable and readily assessed?</li> </ul>
<p><b>What Portfolio Artifacts might be included?</b> CBC; Lesson Plans; Pacing Guides</p>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>1d. Demonstrating Knowledge of Resources and Technology</b></p> <p><i>Likely Occurrence(s)</i>  <input checked="" type="checkbox"/> Pre-conference  <input checked="" type="checkbox"/> Observation  <input type="checkbox"/> Post-conference</p>	<p>The teacher actively seeks additional resources and technology and incorporates them to enhance instruction.</p>	<p>Do lesson plans:</p> <ul style="list-style-type: none"> <li>• reflect incorporation of supplemental resources to enhance student understanding?</li> <li>• incorporate available technology in meaningful ways?</li> </ul> <p>Do classroom activities:</p> <ul style="list-style-type: none"> <li>• reflect the effective use of supplemental resources to enhance instruction?</li> <li>• demonstrate the seamless use of technology?</li> <li>• use technology to enhance the student learning experience?</li> </ul>
<p><b>What Portfolio Artifacts might be included?</b> Technology Logs; Lesson Plans; Professional Development Portfolio</p>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>1e. Designing Coherent Instruction</b></p> <p><i>Likely Occurrence(s)</i>  <input checked="" type="checkbox"/> Pre-conference  <input checked="" type="checkbox"/> Observation  <input type="checkbox"/> Post-conference</p>	<p>Learning activities are relevant to students and instructional goals. They progress coherently, producing a unified whole and are reflective of current professional research.</p> <p>All materials and resources support instructional goals, and engage students in meaningful</p>	<p>Do lesson plans:</p> <ul style="list-style-type: none"> <li>• include research-based learning activities that correlate to instructional goals?</li> <li>• map out a natural flow for learning activities?</li> <li>• reflect a process for soliciting student participation in selection of learning materials?</li> <li>• reflect differentiation in lesson structure to meet the needs of all students?</li> </ul> <p>Do classroom activities:</p> <ul style="list-style-type: none"> <li>• reflect a lesson with a coherent flow?</li> <li>• demonstrate effective use of resources and materials that engage students in meaningful learning?</li> </ul>

	<p>learning. There is evidence of student participation in selecting or adapting materials.</p> <p>Instructional groups are differentiated by student need. Students are involved in the selection process for instructional grouping where appropriate.</p> <p>The lesson structure is clear and allows for differing pathways according to student needs.</p>	<ul style="list-style-type: none"> <li>• reflect differentiation in lesson structure to meet the needs of all students?</li> </ul>
<p><i>What Portfolio Artifacts might be included?</i> Lesson Plans; Pre-Assessments; Grouping Models</p>		
	<p><i>A highly effective teacher would demonstrate the following....</i></p>	<p><i>Guiding Questions</i></p>
<p><b>1f. Assessing Student Learning</b></p> <p><i>Likely Occurrence(s)</i></p> <p>X Pre-conference</p> <p>X Observation</p> <p>X Post-conference</p>	<p>The teacher’s plan for student assessment is aligned with the instructional outcomes that show evidence of student contributions to the development of the criteria and standards. The teacher may have adapted assessments for individuals, and the teacher uses assessment results to plan future instruction for individual students.</p>	<p>Do lesson plans:</p> <ul style="list-style-type: none"> <li>• align assessment with instructional goals?</li> <li>• reflect student involvement in the criteria design process (i.e. rubric)?</li> <li>• indicate how previous assessments were used to determine instructional goals and learning activities?</li> <li>• indicate how assessment data will be used to guide future instruction?</li> </ul>
<p><i>What Portfolio Artifacts might be included?</i> Assessment Portfolio; Pre/Post Tests; Item Analysis</p>		

<b>Domain 2: The Classroom Environment</b>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>2a. Creating an Environment of Respect and Rapport</b></p> <p><i>Likely Occurrence(s)</i></p> <p><input type="checkbox"/> Pre-conference  <input checked="" type="checkbox"/> Observation  <input type="checkbox"/> Post-conference</p>	<p>Classroom interactions are respectful, reflecting genuine caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>	<p>Do classroom interactions:</p> <ul style="list-style-type: none"> <li>• show high levels of civility while allowing discourse and disagreement?</li> <li>• show the teacher has an insight into students’ individual cultural backgrounds by referring to differences free of judgment?</li> <li>• show the teacher has control without being dogmatic or dictatorial?</li> <li>• show the students clearly understand and follow class rules/norms for discussion?</li> </ul>
<b>What Portfolio Artifacts might be included?</b> Classroom rules w/consequences; Student assessment portfolios		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>2b. Establishing a Culture for Learning</b></p> <p><i>Likely Occurrence(s)</i></p> <p><input type="checkbox"/> Pre-conference  <input checked="" type="checkbox"/> Observation  <input type="checkbox"/> Post-conference</p>	<p>Students demonstrate through their active participation, curiosity, and attention to detail that they value the content’s importance.</p> <p>Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts of their own initiative, helping peers, and ensuring that high-quality work is displayed.</p> <p>Both students and teacher establish and maintain through the planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students.</p>	<p>Do classroom interactions:</p> <ul style="list-style-type: none"> <li>• show genuine interest for the material being taught?</li> <li>• share their portfolio or current work with peers or visitors?</li> <li>• demonstrate supportive peer-to-peer communication?</li> </ul>
<b>What Portfolio Artifacts might be included?</b> Displayed student work, Student created Constitution/Classroom Rules; Student portfolios; Student examples of goal setting		

	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>2c. Managing Classroom Procedures</b></p> <p><i>Likely Occurrence(s)</i></p> <ul style="list-style-type: none"> <li>X Pre-conference</li> <li>X Observation</li> <li>X Post-conference</li> </ul>	<p>Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.</p> <p>Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.</p> <p>Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.</p> <p>Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</p>	<p>Does the classroom:</p> <ul style="list-style-type: none"> <li>• have groups working collaboratively in a manner that is appropriate for the subject being taught?</li> <li>• appear organized for student needs?</li> <li>• show that students can handle instructional materials and routines without interruption?</li> <li>• have all adults involved in productive instructional activities with students?</li> </ul>
<p><b>What Portfolio Artifacts might be included?</b> Homework bins, job charts, Classroom rules w/consequence posted; Seating Charts; Rotation schedules; Differentiated plans for small group instruction</p>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>2d. Managing Student Behavior</b></p> <p><i>Likely Occurrence(s)</i></p> <ul style="list-style-type: none"> <li>X Pre-conference</li> <li>X Observation</li> <li>X Post-conference</li> </ul>	<p>Standards of conduct are clear to all students and appear to have been developed with student participation.</p> <p>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully.</p> <p>Teacher response to</p>	<p>Does the classroom:</p> <ul style="list-style-type: none"> <li>• have posted rules and consequences for behavior that appear to be internalized by the students?</li> <li>• show respect through redirection of non-productive behaviors such as proximity?</li> <li>• react effectively, sensitively, and appropriately when student misbehavior occurs?</li> <li>• provide opportunities for students to help each other monitor and/or improve behavior?</li> </ul>

	misbehavior is highly effective and sensitive to students’ individual needs.	
<i>What Portfolio Artifacts might be included?</i> Classroom rules w/consequence posted; Seating Charts		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<b>2e. Organizing Physical Space</b>  <i>Likely Occurrence(s)</i> X Pre-conference X Observation X Post-conference	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.  Teacher and students use physical and/or available technology resources optimally, and both ensure that learning is accessible to all.	Is the classroom set-up: <ul style="list-style-type: none"> <li>• appropriate for the needs of all students?</li> <li>• easily modified to meet student needs?</li> <li>• free of unnecessary clutter that might prohibit ease of student movement?</li> <li>• enabling the teacher to appropriately monitor all students in the room?</li> <li>• to allow for easy access of resources and technology?</li> </ul>
<i>What Portfolio Artifacts might be included?</i> Seating Charts		

<b>Domain 3: Instruction</b>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<b>3a. Communicating with Students</b>  <i>Likely Occurrence(s)</i> Pre-conference X Observation X Post-conference	Teacher directions and procedures are clear to students and anticipate possible student misunderstandings.  Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Does class communication include: <ul style="list-style-type: none"> <li>clearly defined introduction and procedures for classroom work and activities?</li> <li>opportunities for enriching conversation in the area of content?</li> <li>sufficient time for reflective practices?</li> <li>spoken and written modeling of expressive and well-chosen vocabulary?</li> </ul>
<i>What Portfolio Artifacts might be included?</i>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<b>3b. Using Questioning and Discussion Techniques</b>  <i>Likely Occurrence(s)</i> Pre-conference X Observation Post-conference	Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume responsibility for the continuance of the discussion, initiating topics and making unsolicited contributions.	Does class communication include: <ul style="list-style-type: none"> <li>discussion prompts that lead students to higher-level thinking?</li> <li>multiple opportunities for meaningful discussions?</li> <li>ample time for students to formulate questions and generate answers?</li> <li>on-topic discussions and unsolicited appropriate contributions?</li> <li>facilitation by the teacher during student-to-student interactions?</li> <li>flexibility for those ‘teachable moments’?</li> </ul>
<i>What Portfolio Artifacts might be included?</i>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<b>3c. Engaging Students in Learning</b>  <i>Likely Occurrence(s)</i> X Pre-conference X Observation X Post-conference	Activities, assignments, and materials are suitable to the instructional goals. Students are engaged and able to adapt materials to meet learning outcomes. Groupings of students are appropriate for the instructional outcomes, students’ cultures, maturation or age levels. The lesson structure	Do lesson plans demonstrate: <ul style="list-style-type: none"> <li>activities, assignments, and materials that are suitable to instructional goals?</li> <li>representation of content that is appropriate?</li> <li>consideration of prerequisite knowledge?</li> <li>student contribution to representation of content?</li> </ul> Do classroom activities include: <ul style="list-style-type: none"> <li>grouping strategies to advance student understanding?</li> <li>opportunities for students to be cognitively engaged?</li> <li>projects that enhance understanding?</li> </ul>

	<p>is highly coherent, allowing for reflection and closure as appropriate. Pacing demonstrates differentiation based on needs.</p> <p>Representation of content is outstanding and is aligned with students’ knowledge and experiences.</p>	<ul style="list-style-type: none"> <li>• student initiated or flexible learning opportunities?</li> <li>• appropriate pacing allowing for reflection/closure?</li> </ul>
<p><i>What Portfolio Artifacts might be included?</i> Student work, teacher materials, lesson plans, classroom grouping strategies</p>		
<p><i>A highly effective teacher would demonstrate the following....</i></p>		<p><i>Guiding Questions</i></p>
<p><b>3d. Providing Feedback in Instruction</b></p> <p><i>Likely Occurrence(s)</i></p> <p>X Pre-conference X Observation X Post-conference</p>	<p>Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make meaningful use of feedback in their learning.</p>	<p>Do teacher artifacts and/or classroom interactions:</p> <ul style="list-style-type: none"> <li>• demonstrate feedback that is accurate, substantive, constructive and specific?</li> <li>• demonstrate that feedback is used promptly by student to enhance learning?</li> </ul>
<p><i>What Portfolio Artifacts might be included?</i> student work, student and/or parent surveys</p>		
<p><i>A highly effective teacher would demonstrate the following....</i></p>		<p><i>Guiding Questions</i></p>
<p><b>3e. Demonstrating Flexibility and Responsiveness</b></p> <p><i>Likely Occurrence(s)</i></p> <p>X Pre-conference X Observation X Post-conference</p>	<p>Teacher successfully makes substantive adjustments to a lesson when necessary. Teacher seizes opportunities to enhance learning building on spontaneous events. Teacher consistently utilizes an extensive repertoire of instructional strategies.</p>	<p>Do classroom activities:</p> <ul style="list-style-type: none"> <li>• allow for modification from the original lesson plan in response to student needs?</li> <li>• reflect flexibility in grouping?</li> <li>• include strategies that meet the needs of all learners?</li> <li>• incorporate reteaching strategies to clear up student confusion or ambiguity?</li> </ul>
<p><i>What Portfolio Artifacts might be included?</i></p>		



	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>3f. Using Assessment in Instruction</b></p> <p><i>Likely Occurrence(s)</i>                      X Pre-conference                      X Observation                      Post-conference</p>	<p>Assessment is consistently used in a meaningful manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers. Teacher provides detailed assessment criteria used to evaluate student work. The assessments provide students with multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate mastery.</p>	<p>Do classroom activities:</p> <ul style="list-style-type: none"> <li>• provide evidence of criteria setting in lesson planning and delivery?</li> <li>• demonstrate student input for rubric design?</li> <li>• provide opportunities for teacher-led reviews and/or peer reviews?</li> <li>• provide opportunities for students to reflect upon their learning?</li> <li>• provide methods for students to monitor and assess their growth?</li> </ul>
<p><i>What Portfolio Artifacts might be included?</i> reflection journals, round table discussions, peer review, data chats?</p>		

<b>Domain 4: Professional Responsibilities</b>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>
<p><b>4a. Reflecting on Teaching</b></p> <p><i>Likely Occurrence(s)</i>                      X Pre-conference                      X Observation                      X Post-conference</p>	<p>The teacher’s reflection on the lesson is thoughtful and accurate, and many specific examples are used to establish that goals were accomplished. The teacher draws on an extensive repertoire to suggest alternate strategies and predicts the likely success of each.</p>	<p>Is there written, visual and/or oral evidence:</p> <ul style="list-style-type: none"> <li>• noting success?</li> <li>• noting suggestions for improvement?</li> <li>• noting alternative strategies?</li> <li>• noting concept difficulties?</li> <li>• showing the lesson is consistent with lesson plan objectives?</li> <li>• showing a varied approach in response to student understanding and engagement?</li> <li>• relating lesson objectives to alternative applications?</li> </ul>
<p><i>What Portfolio Artifacts might be included?</i></p>		
	<i>A highly effective teacher would demonstrate the following....</i>	<i>Guiding Questions</i>

<p>4b. Maintaining Accurate Records</p> <p><i>Likely Occurrence(s)</i></p> <ul style="list-style-type: none"> <li>X Pre-conference</li> <li>X Observation</li> <li>X Post-conference</li> </ul>	<p>The teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient, timely, and reflect student progress in reaching specific grade level benchmarks. The system is readily understood and transparent.</p>	<p>Are records:</p> <ul style="list-style-type: none"> <li>• readily available?</li> <li>• up-to-date?</li> <li>• neat?</li> <li>• understandable?</li> <li>• in-sync with school and district guidelines?</li> <li>• aligned to appropriate state standards?</li> <li>• aligned to objectives of subject?</li> </ul>
<p><b>What Portfolio Artifacts might be included?</b> Pinnacle; letters to parents; IEP; RtI Documentation; Behavioral Records; Accurate Syllabus; Lesson Plans</p>		
	<p><i>A highly effective teacher would demonstrate the following....</i></p>	<p><i>Guiding Questions</i></p>
<p>4c. Communicating with Families</p> <p><i>Likely Occurrence(s)</i></p> <ul style="list-style-type: none"> <li>X Pre-conference</li> <li>X Observation</li> <li>X Post-conference</li> </ul>	<p>The teacher’s communication with families is frequent, timely and proactive. Students participate in the communication. The teacher successfully engages families in the instructional program as appropriate. The teacher is proactive in dealing with parent concerns.</p>	<p>Do communication documents include high quality:</p> <ul style="list-style-type: none"> <li>• letters to individuals?</li> <li>• letters to groups?</li> <li>• course descriptions?</li> <li>• progress report samples?</li> <li>• grading procedures?</li> <li>• class and school behavior rules?</li> <li>• logs of parent communication?</li> <li>• conference logs?</li> <li>• timely response to parents?</li> </ul>
<p><b>What Portfolio Artifacts might be included?</b> Behavior Contract; Academic Contract</p>		
	<p><i>A highly effective teacher would demonstrate the following....</i></p>	<p><i>Guiding Questions</i></p>

<p>4d. Contributing to School and District</p> <p><i>Likely Occurrence(s)</i>  X Pre-conference  X Observation  X Post-conference</p>	<p>The teacher makes a substantial contribution to the professional community or in school or district events and projects, collaborates with and/or coaches others through difficult situations, and assumes a positive leadership role (formal or informal) with colleagues.</p>	<p>Does documentation include district and school:</p> <ul style="list-style-type: none"> <li>• committee involvement?</li> <li>• extra-curricular involvement?</li> <li>• in-service activities?</li> <li>• leadership positions?</li> <li>• mentoring?</li> <li>• PLC involvement?</li> <li>• managing fund-raising activities?</li> <li>• curriculum development activities?</li> <li>• writing and participating in grant development?</li> </ul>
<p><b>What Portfolio Artifacts might be included?</b> Professional Service Log; MyLearningPlan.com;</p>		
<p><i>A highly effective teacher would demonstrate the following....</i></p>		<p><i>Guiding Questions</i></p>
<p>4e. Growing and Developing Professionally</p> <p><i>Likely Occurrence(s)</i>  X Pre-conference  X Observation  X Post-conference</p>	<p>The teacher actively pursues in-depth professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. Teacher consistently seeks opportunities to enhance knowledge or skills.</p>	<p>Does documentation includes individual growth activities in:</p> <ul style="list-style-type: none"> <li>• in-service?</li> <li>• additional course work?</li> <li>• certificate add-on’s?</li> <li>• attainment of advanced degree?</li> <li>• research in subject area?</li> <li>• curriculum development projects?</li> <li>• professional conferences?</li> <li>• presentations?</li> <li>• writing and participating in grant development?</li> <li>• scholarship(s)?</li> <li>• professional organization membership or leadership?</li> </ul>
<p><b>What Portfolio Artifacts might be included?:</b> MyLearningPlan.com; Presentations to Stakeholder Groups</p>		
<p><i>A highly effective teacher would demonstrate the following....</i></p>		<p><i>Guiding Questions</i></p>
<p>4f. Showing Professionalism</p> <p><i>Likely Occurrence(s)</i>  X Pre-conference  X Observation  X Post-conference</p>	<p>The teacher is a model for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The teacher complies fully and voluntarily with school and district policies, procedures, and timelines. The teacher performs</p>	<p>Is there evidence of:</p> <ul style="list-style-type: none"> <li>• a clean personnel file?</li> <li>• personal responsibility regarding attendance?</li> <li>• consistent punctuality?</li> <li>• attendance at required school meetings?</li> <li>• a willingness to share knowledge of school and district requirements with colleagues?</li> <li>• constructive response to suggested improvement?</li> <li>• compliance with school and district policies?</li> </ul>

	<p>independently.</p> <p>The teacher helps members of school community understand and adhere to professional obligations. S/he actively seeks, responds well to and acts upon feedback.</p>	<ul style="list-style-type: none"><li>• professional appearance?</li><li>• promoting a positive school culture?</li></ul>
<p><i>What Portfolio Artifacts might be included?</i></p>		