

Domain 1: Planning

1.1 Content Expertise

- Displays extensive content expertise
- Accesses content specific language and tools at a high level of rigor
- Demonstrates awareness of common misconceptions and able to address

1.2 Student Focused

- Uses individual student data when planning lessons to align to students' needs
- Creates flexible groupings based on data
- Aligns reteaching and enrichment opportunities based on data
- Plans for the collection and usage of data

1.3 Assessment Design

- Selects assessments that align to lesson objectives and allow students to demonstrate understanding
- Aligns and scaffolds formative to summative assessments
- Records progress and engages in data analysis
- Exhibits knowledge of individual student progress

1.4 Lesson Activities

- Varies instructional resources and activities
- Aligns resources and activities to content, level and interests
- Integrates technology and digital resources to enhance the lesson

1.5 Structure

- Ensures lessons are aligned, relevant to prior/future knowledge, represent a lesson cycle and are differentiated to meet student needs

Domain 2: Instruction

2.1 Alignment

- Establishes clear, measurable, developmentally appropriate standards-based objectives
- Uses a variety of aligned tasks
- Provides accommodations and modifications

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2.2 Mastery

- Establishes criteria for success that is clear, measurable, developmentally appropriate and aligned to the learning objective
- Monitors progress towards mastery
- Provides feedback
- Reteaches and advances the content based on checks for understanding

2.3 Delivery

- Instruction supports objective, prior learning and all student populations
- Delivery is clear and accurate
- Incorporates varied digital, print and hands on resources
- Combines differentiated and relevant instructional strategies to maintain pace and engagement

2.4 Cognitive Demand

- Uses leveled/scaffolded questioning
- Incorporates critical thinking and varied problem-solving strategies
- Provides opportunities for students to engage in the content and work with peers
- Aligned tasks move students towards autonomy

Domain 4: Professionalism

4.1 Attendance

- Adheres to district policies regarding professional standard of attendance
- Exhibits punctuality and preparedness
- Establishes clear procedures in the case of an emergency or absence

4.2 Compliance

- Operates in accordance with all federal, state, and local laws and policies
- Develops efficient system for record keeping, ensuring confidentiality, as required

4.3 Professional Learning

- Analyzes multiple sources of data/self-reflection to identify strengths/weaknesses
- Establishes professional goals
- Participates in professional learning opportunities and advances practices

4.4 Professional Partnerships

- Collaborates with colleagues
- Develops and sustains collegial relationships
- Understands and advocates for campus action plan

4.5 Communication

- Initiates contact with parents via varied communication modes
- Responds to communications in a clear and timely manner

Domain 3: Environment

3.1 Procedures and Systems

- Utilizes system of routines, procedures and transitions
- Manages resources to allow for continued learning at an appropriate pace
- Organizes materials and supplies
- Aligns physical environment to support outcomes, delivery and peer interactions

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3.2 Behavioral Expectations

- Communicates expectations/norms
- Promotes self-discipline and self-monitoring
- Aligns consequences to students' needs
- Responds appropriately to student behaviors
- Recognizes and reinforces positive behaviors

3.3 Climate and Culture

- Conveys high expectations for learning
- Interacts equitably
- Creates opportunities to build relationships and rapport with students
- Encourages participation
- Celebrates individual and group efforts and successes