

LOOK FORS

DOMAIN 1: PLANNING		
Dimension	Teacher Actions	Student Actions
1.1 Standards and Alignment	<ul style="list-style-type: none"> Aligned goals, standards and objectives Lesson structure/design and pacing Technology integration 	<ul style="list-style-type: none"> Students' understanding of the standards and the alignment between the lesson activities and the standards
1.2 Data and Assessment	<ul style="list-style-type: none"> Formal and informal assessments Progress monitoring Communication and feedback Data to inform instruction 	<ul style="list-style-type: none"> Students' understanding of the data in relation to outcomes Students' connections with assessments, data, and their learning strengths and needs.
1.3 Knowledge of Students	<ul style="list-style-type: none"> Students' prior knowledge Adjustments to student needs Diverse learning for strengths and gaps Social-emotional Learning styles 	<ul style="list-style-type: none"> Students are aware that the teacher knows their needs Students' strengths and gaps are addressed through instruction Students' social-emotion needs are incorporated Students' learning styles are capitalized
1.4 Activities	<ul style="list-style-type: none"> Questions/HOTS Grouping students Roles and responsibilities Activities, resources, materials, technology Problem solving Goal setting 	<ul style="list-style-type: none"> Students are engaged in higher level questions and generating these, when appropriate Students assume roles and responsibilities during activities to lead learning Activities, resources, and materials are student-centered and specific to their needs, levels, etc. Thinking and problem solving are pervasive and evident Goal-setting and analysis are incorporated in learning

DOMAIN 2: INSTRUCTION		
Dimension	Teacher Actions	Student Actions
2.1 Achieving Expectations	<ul style="list-style-type: none"> High, challenging expectations 	<ul style="list-style-type: none"> Mastery of the objective Student mistakes/self-corrections Student initiative/self-monitoring
2.2 Content Knowledge and Expertise	<ul style="list-style-type: none"> Content knowledge in multiple contexts Objectives tied to other disciplines (cross-disciplinary) Anticipating misunderstandings and teaching techniques Thinking/HOTS (Higher Order Thinking Skills) Sequencing and linking instruction 	<ul style="list-style-type: none"> Students create clear understandings and connections based on the teacher's content knowledge and expertise.

DOMAIN 2: INSTRUCTION		
Dimension	Teacher Actions	Student Actions
2.3 Communication	<ul style="list-style-type: none"> • Two-way communication (Teacher to Student) (Peer to Peer) • Anticipating misunderstandings • Verbal and written communication • Questioning and wait time • Technology and visual tools 	<ul style="list-style-type: none"> • Students are communicating with one another and with the teacher • Students communicate verbally and in writing to confirm or clarify their understanding • Students discussions align to the learning objectives • Students utilize tools to support their communication
2.4 Differentiation	<ul style="list-style-type: none"> • Individualized lessons • Monitoring participation and performance • Differentiated content and methods (process) • Recognizing confusion and disengagement 	<ul style="list-style-type: none"> • Students receive differentiated instruction to address mistakes, misconceptions, and to stamp learning.
2.5 Monitor and Adjust	<ul style="list-style-type: none"> • Monitor and adjust instruction and activities • Adjustments to maintain engagement • Monitoring behaviors • Checking for understanding • Questioning and academic feedback 	<ul style="list-style-type: none"> • Students' learning needs are being monitored and addressed.

DOMAIN 3: LEARNING ENVIRONMENT		
Dimension	Teacher Actions	Student Actions
3.1 Classroom Environment, Routines, and Procedures	<ul style="list-style-type: none"> • Procedures, routines, and transitions • Management of supplies/equipment • Safety and organization 	<ul style="list-style-type: none"> • Students are routinely familiar and comfortable with the learning environment. • Students are involved and engaged with routines and procedures.
3.2 Managing Student Behavior	<ul style="list-style-type: none"> • Behavior systems • Behavior standards 	<ul style="list-style-type: none"> • Students' behavior meets the established classroom expectations
3.3 Classroom Culture	<ul style="list-style-type: none"> • Relevant, meaningful learning 	<ul style="list-style-type: none"> • Students engage in a meaningful way with the learning • Working respectfully (individual and group) • Collaboration and rapport

DOMAIN 4: PROFESSIONAL PRACTICE AND RESPONSIBILITIES	
Dimension	Teacher Actions
4.1 Professional Demeanor and Ethics	<ul style="list-style-type: none"> • Code of Ethics • Professional Standards • Student Advocacy
4.2 Goal Setting	<ul style="list-style-type: none"> • Goals – short- and long-term • Self-assessment
4.3 Professional Development	<ul style="list-style-type: none"> • Professional development • Team collaboration/PLCs • Improvement Plans
4.4 School Community Involvement	<ul style="list-style-type: none"> • Communication with family • Outreach (stakeholder) • Mission/Vision/Goals