Domain	Description
1. Planning & Preparation	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional objectives are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
2. Classroom Environment	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
3. Instruction	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics while offering concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
4. Professional Responsibilities	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

1a

DEMONSTRATING KNOWLEDGE OF CONTENT, STATE STANDARDS AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. Knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

Potential Evidence includes:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans reflect state standards
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice
- Understands the link to cognitive structures that ensure student's understanding
- The teacher's plan reflects recent developments in content-related pedagogy
- Instructional strategies in unit and lesson plans are entirely suitable to the content
- Curriculum meetings to design cross-curricular units

1b

DEMONSTRATING KNOWLEDGE OF ALL STUDENTS

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not

English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

Potential Evidence Includes:

- Formal and informal information about the students is gathered by the teacher for use in planning instruction.
- Students interests and needs are learned by the teacher for use in planning
- Active academic student support system
- Teacher participation in community cultural events
- Teacher-designed opportunities for family to share their heritages
- Database of students with special needs
- Student and/or parent survey's
- Trauma informed practices are applied
- MTSS or Tiered Intervention is offered
- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly
- Is aware and responds to students social, emotional, and cognitive development needs
- Accesses Individual Plans of Study to enhance lesson development for students

1c   SETTING INSTRUCTIONAL OBJECTIVES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional objectives entails identifying exactly what students will be expected to learn; the objectives describe not what students will do, but what they will learn. The instructional objectives should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the objectives determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Potential Evidence Includes:

- Learning objectives are written at a challenging cognitive level
- Statements of student learning, not activity
- Learning objectives are central to the discipline and related to those in other disciplines
- Learning objectives are differentiated for students varied abilities
- Learning objectives are posted daily and referred to during class
- Assessments, both formative and summative, support understanding student's success towards the learning objectives
- The teacher connects learning objectives to previous and future learning.

- Learning objectives are written to maintain a rigorous standard of learning.
- Lesson plans are aligned with content standards

1d

DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning objectives and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning objectives. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

Potential Evidence Includes:

- Lessons that support district adopted curriculum and materials and/or state standards
- Instructional maps that indicate relationships to prior learning
- Lessons that represent high-level thinking
- Opportunities for student choice
- Use of varied resources (community, virtual, professional organizations, etc.)
- Thoughtfully planned learning groups
- Structured lesson plans with resources used to maximize student learning
- Resources align with lesson objectives
- The teacher has an on-going relationship with colleges, universities, and professional development organizations that support student learning
- The teacher pursues apprenticeships to increase discipline knowledge
- Field trips, guest speaker, internet, community resources, etc.
- Resources are multidisciplinary
- Real-world examples

1e

DESIGNING RIGOROUS AND COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning. Reflecting the teacher's knowledge of content and the intended objectives of instruction should be clearly demonstrated. The use of available resources is utilized. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.

Potential Evidence Includes:

- Lessons that support instructional objectives and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Lessons that deliberately plan a scope of Blooms Taxonomy levels
- Activities that represent high-level thinking
- Opportunities for student choice and individualized instruction
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans
- Learning experiences connect to other disciplines
- Lesson plans differentiate for individual student needs

1f

DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended objectives. These assessments must be designed in such a manner that they provide evidence of the full range of learning objectives; the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning objectives.

Potential Evidence Includes:

- Lesson plans indicating correspondence between assessments and instructional objectives
- Assessment types suitable to the style of objectives
- Teachers provides frequent information to the parents regarding student progress
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction
- Progress Monitoring
- Assessments provide opportunities for student choice and maybe student designed
- Assessment represents authentic with real-world application when appropriate
- Students are actively involved in collecting information form formative assessments and provide input
- Consistent, timely, and appropriate feedback provided

2a   CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

Potential Evidence Includes:
- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness is a standard
- SECD standards are taught and supported
- Teacher demonstrates caring of students beyond the classroom

2b   ESTABLISHING A CULTURE FOR LEARNING

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction and a sense of genuine power from mastering challenging content.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on

precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

Potential Evidence Includes:

- Belief in the value of what is being learned—sharing the "why" with the students
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products
- There is a robust culture for learning which leads to student success
- Character education is a part of routine practice
- The teacher communicates passion about the subject
- Students assist other students with understanding the content

2c

MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines and teaching students to employ them may be inferred from the sense that the class "runs itself."

Potential Evidence Includes:

- Instructional time is maximized
- Smooth functioning of all routines
- Little or no loss of instructional time, transitions are smooth
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move
- Resources and materials are close at hand for student access
- Teacher is able to use paraeducators to the maximum benefit of student learning
- Classroom guidelines are clear and posted
- Classroom routines promote positive interactions
- SECD practices are taught and supported
- System for non-instructional duties is in place and students assume responsibility for completion
- Trauma informed practices are applied

2d

MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself but as a prerequisite to high levels of engagement in content.

Potential Evidence Includes:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Conduct home visits
- Students take an active role in monitor their own behavior
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior
- Discipline expectations are clearly posted
- Classroom expectations are consistently followed
- Discipline referrals

2e

ORGANIZING PHYSICAL SPACE

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively.

Potential Evidence Includes:

- Pleasant, inviting atmosphere
- Safe environment
- Participates in safety drills
- Accessibility for all students
- Furniture arrangement suitable for the learning activities and safe traffic patterns
- Effective use of physical resources by both teacher and students

- Alignment between physical space and learning activities
- Students' psychological safety is ensured
- Positive behavior supports
- Students take initiative to adjust the physical environment

3a

COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. Teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

Potential Evidence Includes:
- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language
- Written communication conveys the intended message
- The teacher is a model of rich vocabulary and accurate syntax
- Accurate academic vocabulary is used by both teachers and students
- Discussion questions represent the spectrum of Blooms Taxonomy
- Individual Plans of Study are considered in lesson planning and design
- Students are able to connect currently learning to past learning

3b

USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation or a verbal "quiz." Good teachers use divergent as well as convergent questions framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Questions should always promote student thinking.

Class discussions are animated and engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. During lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students either in the full class or in small-group discussions, provide evidence that these skills have been taught.

Potential Evidence Includes:
- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- Strategies are implemented that allow for high levels of student participation in discussion
- Students formulate higher level questions and initiate topics for dialogue
- The teacher has robust use of open-ended questions
- Students are engaged in classroom discussions and questioning

3c   ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching. When students are engaged in learning, they are not merely "busy" nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is students are developing their understanding through what they do. They are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. The lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks from the discussion or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. While students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is essential that they be challenged to be "minds-on."

Potential Evidence Includes:
- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection
- Students are purposefully group for instruction (whole group, small groups, pairs, individuals)
- The teacher has an effective grasp on the pacing of their content to meet with the needs of the individuals in the classroom
- Students have the opportunity to reflect and summarize their understanding of the learning

3d   USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching. No longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching, assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitor student understanding and, where feedback is appropriate, and offer feedback to students when it is appropriate.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors. When monitoring student learning, teachers look carefully at students writing or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding. In the former, the questions seek to reveal students' misconceptions, and in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

As important as monitoring student learning and providing feedback to students are, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed seizing on a "teachable moment" or enlisting students' particular interests to enrich an explanation.

Potential Evidence Includes:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- The teacher demonstrates the knowledge that assessment no longer signals the end of learning, but is an integral part of lesson design
- The teacher provides students with feedback that will help them know what their next steps in the learning process are
- The teacher uses both formative and summative assessment to provide feedback to students
- All assessment supports the established learning objectives
- Quality feedback comes from many sources including students

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. Even the most skilled and best prepared teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

Potential Evidence Includes:

- Incorporation of students' interests and daily events into a lesson
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment
- The teacher has an extensive repertoire of instructional strategies that allow them to adjust or pivot if the need arises
- The teacher utilizes multiple resources in order to meet the individual needs of the students
- Respond to formative assessment data
- Include checks for understanding as part of the instructional process
- Instruction is organized in groups or teams
- Educator reflections on individual students learning needs

3f   **Demonstrates Use of Technology (As Appropriate)**

Potential Evidence Includes:

- The teachers and students make extensive use of available technology
- SAMR technology model being implemented
- Lesson plans integrate technology to impact student learning
- Technology integration plan
- Student voice and choice in technology integration
- Problem-solving, critical thinking, and creativity are nourished in the classroom

3g   **Demonstrates Use of High Effect Teaching Strategies**

Potential Evidence Includes:

- Grouping of students with purpose for success on assigned tasked (homogenous groups, heterogenous groups, etc.)
- Student's feedback is based on both group and individual performance
- Individual Plans of Study are a resource for teachers to know student interest in grouping
- Student's individual grades are not impacted by other group members
- Proximity during student work
- Clearly assigned tasks are given to individuals within a group
- Current different initiatives

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DOMAIN THREE

- Check for understanding
- Cooperative learning
- Marzano's strategies
- John Hattie's high effect strategies
- Note taking
- Individual accountability

4a   **REFLECTING ON TEACHING**

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event. It is an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically, analysis instruction through the lens of student learning. Whether excellent, adequate, or inadequate, it becomes a habit of mind leading to improvement in teaching and learning.

Potential Evidence Includes:
- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies
- Formative assessment results
- Student success results
- Professional Learning Communities
- Grade level meeting
- Vertical curriculum conversations
- Open to feedback

4b   **MAINTAINING ACCURATE RECORDS**

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically using spreadsheets and databases which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Potential Evidence Includes:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional objectives
- Processes of maintaining accurate non-instructional records
- Parent communication is timely
- Maintains confidentiality
- Professional Learning Records are updated
- Professional license is managed
- Provides feedback to para-educators

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring valued by families of students of all ages.

Potential Evidence Includes:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process
- Conducts home visits
- Maintains confidentiality regarding student and personnel issues
- Written communication is clear and delivers the intended message
- Digital communication is sent in a timely manner and content is appropriate
- According to the guidelines of the district, social media is a communication tool as needed
- Maintains a log of parent contacts
- Students regularly develop materials to inform their families about instructional programs
- Student led conferences
- Classroom Website

4d

PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. In promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school.

Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Potential Evidence Includes:
- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives
- Share information learned at professional learning opportunities with colleagues
- Actively participates in the mentoring program
- Volunteers and serves on committees (BLT, Calendar, SIT, Negotiations, etc.)
- Attends school events
- Participates in IEPs, SIT Meetings, and 504's

4e

GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Potential Evidence Includes:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry
- Earns an Education Leader endorsement on the teacher license
- Successful in adding an additional subject endorsement to their license
- Serves on educational teams within their building
- Serves as a mentor for new teachers
- Designs and delivers professional learning to other educators
- Digitally recording lessons for feedback from others
- Book studies
- Virtual PLC's and/or training
- Teachers share information learned from professional learning with colleagues

4f   **DEMONSTRATES PROFESSIONALISM**

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching, at the highest levels of performance in this component, is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the way school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

Potential Evidence Includes:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures
- Maintains confidentiality regarding students
- Willingly complies with district policies
- Records are completed in a timely manner
- Punctual to school and meetings