### Domain 1: Planning and Preparation

1a. **Demonstrating Knowledge of Content and Pedagogy**
   - Knowledge of Content Standards Within and Across Grade Levels
   - Knowledge of Disciplinary Literacy
   - Knowledge of Prerequisite Relationships
   - Knowledge of Content-Related Pedagogy

1b. **Demonstrating Knowledge of Students**
   - Knowledge of Child and Adolescent Development
   - Knowledge of the Learning Process
   - Knowledge of Students’ Skills, Knowledge, and Language Proficiency
   - Knowledge of Students’ Interests and Cultural Heritage
   - Knowledge of Students’ Special Needs and Appropriate Accommodations/ Modifications

1c. **Selecting Learning Objectives**
   - Clarity of Objectives
   - Sequence and Alignment of Objectives
   - Balance of Objectives

1d. **Designing Coherent Instruction**
   - Design Incorporates Knowledge of Students and Student Needs
   - Design Incorporates Learning Tasks
   - Design Incorporates Materials and Resources
   - Design Incorporates Instructional Grouping
   - Design Incorporates Lesson and Unit Structure

1e. **Designing Student Assessment**
   - Congruence with Standards-Based Learning Objectives
   - Levels of Performance and Standards
   - Design of Formative Assessments
   - Use for Planning

### Domain 2: The Classroom Environment

2a. **Creating an Environment of Respect and Rapport**
   - Teacher Interaction with Students
   - Student Interaction with Other Students

2b. **Establishing a Culture for Learning**
   - Importance of Learning
   - Expectations for Learning
   - Student Persistence
   - Student Ownership of Learning

2c. **Managing Classroom Procedures**
   - Management of Instructional Groups
   - Management of Transitions
   - Management of Materials and Supplies
   - Performance of Classroom Routines
   - Direction of Volunteers and Paraprofessionals

2d. **Managing Student Behavior**
   - Expectations and Norms
   - Monitoring of Student Behavior
   - Fostering Positive Student Behavior
   - Response to Student Behavior

### Domain 3: Instruction

3a. **Communicating with Students**
   - Standards-Based Learning Objectives
   - Directions for Activities
   - Content Delivery and Clarity
   - Use of Oral and Written Language

3b. **Using Questioning and Discussion Techniques**
   - Low- and High-Level Questioning
   - Discussion Techniques and Explanation of Thinking
   - Student Participation

3c. **Engaging Students in Learning**
   - Alignment of Learning Objectives
   - Task and Text Complexity
   - Scaffolding and Differentiating Instruction
   - Pacing and Sequencing
   - Grouping

3d. **Using Assessment in Instruction**
   - Monitoring of Student Learning with Checks for Understanding
   - Assessment Performance Levels
   - Student Self-Assessment
   - Feedback to Students

3e. **Demonstrating Flexibility and Responsiveness**
   - Response to Student Needs
   - Teacher’s Persistence
   - Lesson Adjustment

### Domain 4: Professional Responsibilities

4a. **Reflecting on Teaching and Learning**
   - Effectiveness
   - Use in Future Teaching

4b. **Maintaining Accurate Records**
   - Student Completion of Assignments
   - Student Progress in Learning
   - Non-Instructional Records

4c. **Communicating with Families**
   - Information and Updates about Grade Level Expectations and Student Progress
   - Engagement of Families as Partners in the Instructional Program
   - Response to Families
   - Cultural Appropriateness

4d. **Growing and Developing Professionally**
   - Enhancement of Content Knowledge and Pedagogical Skill
   - Collaboration and Professional Inquiry to Advance Student Learning
   - Participation in School Leadership Team and/or Teacher Teams
   - Incorporation of Feedback

4e. **Demonstrating Professionalism**
   - Integrity and Ethical Conduct
   - Advocacy
   - Decision-Making
   - Compliance with School and District Regulations
   - Attendance