Domain 2: Environment

2a: Creating an Environment of Respect and Rapport
- Teacher interactions with students
- Student interactions with teacher and other students
Key ideas: illustrations of interrelated concepts, sensitive to individuals, lack of sarcasm, students feel valued and safe, teacher knowledge of students’ backgrounds and lives outside of school, respectful talk and actions

2b: Establishing a Culture of Learning
- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work
Key ideas: passion for content, commitment, teacher and students value learning and quality work, verbal and non-verbal behaviors support expectations, confidence in ability evidenced by both teacher and student language and behavior, expectation for all students to participate

2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of classroom routines
Key ideas: focus on learning, efficiency of routines/transition of groups, quality of engagement, students have role in carrying out routines, little or no loss of time for instructional or non-instructional tasks

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior
Key ideas: clear expectations for discipline and maintaining an orderly environment, fairness, absence of misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources
Key ideas: classroom organization that promotes learning, age and developmentally appropriate arrangement, all can see and hear

Domain 3: Instruction

3a: Communicating with Students
- Expectations of learning
- Directions for activities
- Explanations of content
- Use of oral and written language
Key ideas: expresses clear lesson purpose, directions and procedures, absence of content errors, correct and imaginative use of language, independent thinking encouraged by teacher

3b: Using Questioning and Discussion Techniques*
- Quality of questions/prompts
- Discussion techniques
- Student participation
Key ideas: questions of high cognitive challenge formulated by students and teachers, questions with multiple correct answers, high levels of student participation in discussion

*3b: Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, reflecting their importance to the teaching-learning process.

3c: Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing
Key ideas: activities aligned with lesson goals, learning tasks require high-level student thinking and are aligned with lesson objectives, suitable pacing; students are motivated to work on all tasks

3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring progress
Key ideas: teacher monitors effectively for evidence of student understanding, poses questions to elicit this evidence adjusts instruction I response, constructive feedback

3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence
Key ideas: adapts to changing conditions to improve and/or enhance student learning
Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline.
- Knowledge of prerequisite relationships
- Knowledge of content related pedagogy
Key ideas: indication of deep knowledge of content and strategies for teaching to encompass cultural diversity, global awareness, 21st century skills

1b: Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students
- Knowledge of students’ interests and cultural heritage
- Knowledge of students’ special needs
Key ideas: strengths, needs, abilities and backgrounds of students considered in assignments/assessments and how they learn (learner type or style); differentiation of both instruction and assessment

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students
Key idea: learner outcomes based on needs

1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students
Key idea: using materials effectively to meet students needs in and out of the classroom

1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instruction groups
- Lesson and unit structure
Key idea: use of content knowledge combined with high performance expectations to meet student needs

1f: Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning
Key idea: formative/summative strategies

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching
- Accuracy
- Use in future teaching
Key ideas: analyzing/adjusting teacher practice to best impact student learning, evidence of collegial discussions, examination of student work, thinking about teaching

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records
Key idea: keeping formal records of performance and growth in instructional and non-instructional areas

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program
Key idea: process identifies method of communication (and frequency) with parents to enable understanding of a child’s learning and needs

4d: Participating in the Professional Community
- Relationship with colleagues
- Involvement in a culture of professional inquiry
- Service to school
- Participation in school and district projects
Key idea: log of active involvement with school community

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession
Key idea: increasing teaching skills to stay informed via membership in professional organizations, reading journals, taking classes, attending conferences

4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations