Teacher Evaluation Domain Indicator Summary

Evidence Collected Through *In-Class* Observations			Evidence Collected Through *Non-Classroom Observations/Review of Practice*		
1	**Classroom Environment, Student Engagement and Commitment to Learning-** *Teachers promote student engagement, independence in learning and facilitate a positive learning community by:*		**2**	**Planning for Active Learning-** *Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*	
Domain 1:		**Teacher Attributes**	**Domain 2:**		**Teacher Attributes**
1 a.	Creating a positive environment that is responsive to and respectful of the learning needs of all students.	-Rapport and positive social interactions -Respect for student diversity -Environment supportive of intellectual risk-taking/high expectations for student learning	**2 a.**	Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;	-Content of lesson plan is aligned w/standards -Content appropriate to sequence of lessons and appropriate level of challenge -Use of data to determine students' prior knowledge and differentiation based on needs -Literacy strategies
1 b.	Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and	-Communicating, reinforcing and maintaining appropriate standards of behavior -Promoting social competence	**2 b.**	Planning instruction to cognitively engage students in the content; and	-Strategies, tasks and questions cognitively engage students -Instructional resources and flexible groupings support cognitive engagement and new learning
1 c.	Maximizing instructional time by effectively managing routines and transitions.	-Routines and transitions appropriate to needs of students	**2 c.**	Selecting appropriate assessment strategies to monitor student progress.	-Criteria for student success -Ongoing assessment of student learning
3	**Instruction for Active Learning-** *Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*		**4**	**Professional Responsibilities and Teacher Leadership-** *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:*	
Domain 3:		**Teacher Attributes**	**Domain 4:**		**Teacher Attributes**
3 a.	Implementing instructional content of learning;	-Instructional purpose -Content accuracy -Content progression and level of challenge -Literacy strategies	**4 a.**	Engaging in continuous professional learning to impact instruction and student learning;	-Teacher self-evaluation/ reflection and impact on student learning -Response to feedback -Professional learning
3 b.	Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and	-Strategies, tasks and questions -Instructional resources and flexible groups -Student responsibility and independence	**4 b.**	Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and	-Collaboration with colleagues -Contribution to professional learning environment -Ethical use of technology
3 c.	Assessing student learning, providing feedback to students and adjusting instruction.	-Criteria for student learning -Ongoing assessment of student learning -Feedback to students -Instructional adjustments	**4 c.**	Working with colleagues, students and families to develop and sustain a positive school climate that support student learning.	-Positive school climate -Family and community engagement -Culturally responsive communications

*** (Refer to Indicator rubric for <u>scoring</u> of professional accomplishment: exemplary/proficient/developing/basic)