

# **DOMAIN 1:**

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# **PLANNING & PREPARATION**

**1a. Demonstrating Knowledge of Content and  
Pedagogy**

**1b. Demonstrating Knowledge of Students**

**1c. Setting Instructional Outcomes**

**1d. Demonstrating Knowledge of Resources**

**1e. Designing Coherent Instruction**

**1f. Designing Student Assessments**

# DOMAIN 1:

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## PLANNING & 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*

| CRITICAL ATTRIBUTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ARTIFACT GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Proficient Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>The teacher provides clear explanations of the content.</li> <li>The teacher answers students' questions accurately and provides feedback that furthers their learning.</li> <li>Instructional strategies in unit and lesson plans are entirely suitable to the content.</li> </ul> <p><b>Distinguished Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>The teacher cites intra- and interdisciplinary content relationships.</li> <li>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> <li>The teacher's plans reflect recent developments in content-related pedagogy.</li> </ul> | <p>Demonstrate intra- and interdisciplinary content relationships, awareness of how to address possible student misconceptions, and recent developments in content-related pedagogy.</p> <p><b>Possible Artifacts</b></p> <ul style="list-style-type: none"> <li>Unit plan that includes common misconceptions &amp; where they will be addressed</li> <li>Lessons and unit plans with list of intended questions to spur deep thinking</li> <li>Graphic organizers used for an activity</li> <li>Reflection notes</li> <li>Grant proposals</li> <li>Teacher created assessments or worksheets</li> <li>Content related professional development</li> <li>Curriculum committee evidence</li> <li>Written reflections regarding the sequence of instruction and learning activities</li> <li>List of workshops/webinars attended related to teacher's content/pedagogical area/school initiative</li> <li>Exit tickets - application of skills</li> <li>College courses/transcripts related to content-related pedagogy</li> <li>Sample of online collaboration with colleagues regarding curriculum and instruction</li> <li>Peer mentoring around planning aligned to standards within the content area</li> <li>Summer reading lists and summer preparation</li> </ul> |

# DOMAIN 1:

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## PLANNING & PREPARATION

### 1b. Demonstrating Knowledge of Students

- *Knowledge of child and adolescent development*
  - *Knowledge of the learning process*
- *Knowledge of students' skills, knowledge & language proficiency*
  - *Knowledge of student's special needs*

| CRITICAL ATTRIBUTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ARTIFACTS GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Proficient Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>The teacher knows, for groups of students, their levels of cognitive development.</li> <li>The teacher is aware of the different cultural groups in the class.</li> <li>The teacher has a good idea of the range of interests of students in the class.</li> <li>The teacher has identified "high," "medium," and "low" groups of students within the class.</li> <li>The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li>The teacher is aware of the special needs represented by students in the class.</li> </ul> <p><b>Distinguished Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>The teacher uses ongoing methods to assess students' skills and designs instruction accordingly.</li> <li>The teacher seeks out information from all students about their cultural heritages.</li> <li>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul> | <p>Include ongoing methods for student assessment, address student cultural heritages, maintain a system of updated student records and incorporate student information and needs into lesson planning.</p> <p><b>Possible Artifacts</b></p> <ul style="list-style-type: none"> <li>Students interest surveys/learning style inventory</li> <li>Student portfolios</li> <li>Parent letters or emails</li> <li>Modified assignments for students w/spec needs</li> <li>Pictures of class celebrating different holidays</li> <li>Running records/knowledge of reading levels</li> <li>Grade level data analysis</li> <li>Meeting notes</li> <li>Written reflections re how instruction should be adjusted to meet the unique needs of students</li> <li>"Getting to know students" handout &amp; results from first day of school</li> <li>Sample of student learning profile data</li> <li>Lesson that incorporates cultural sharing or activities into lesson(s)</li> <li>Certificate or agenda of cultural event attended with reflection</li> <li>Intervention/enrichment group plans</li> <li>Seating chart with explanation for arrangements</li> <li>Notes about students' special needs including those from IEP, 504 and RTI plans</li> <li>Lesson plan with differentiated strategies for learning and assessment (multiple points of entry)</li> <li>Teacher plans collaboratively with CC teacher supporting students with an IEP</li> <li>List of students' IEP accommodations/modifications</li> </ul> |

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## PLANNING & PREPARATION

### 1c. Setting Instructional Outcomes

- *Value, sequence and alignment*
  - *Clarity*
  - *Balance*
- *Suitability for diverse learners*

| CRITICAL ATTRIBUTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ARTIFACT GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Proficient Level Critical Attributes</b></p> <ul style="list-style-type: none"><li>• Outcomes represent high expectations and rigor.</li><li>• Outcomes are related to “big ideas” of the discipline.</li><li>• Outcomes are written in terms of what students will learn rather than do.</li><li>• Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</li><li>• Outcomes, differentiated where necessary, are suitable to groups of students in the class.</li></ul> <p><b>Distinguished Level Critical Attributes</b></p> <ul style="list-style-type: none"><li>• The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li><li>• The teacher connects outcomes to previous and future learning.</li><li>• Outcomes are differentiated to encourage individual students to take educational risks.</li></ul> | <p>Connect outcomes to previous and future learning and differentiate outcomes.</p> <p><b>Possible Artifacts</b></p> <ul style="list-style-type: none"><li>• Lesson plans that show a variety of instructional strategies leading to an outcome</li><li>• Curriculum maps or pacing charts for grade level</li><li>• Student goal setting</li><li>• Student assessments</li><li>• Team meeting minutes on planning or sharing ideas</li><li>• Unit/Lesson plans that contain learning outcomes that are rigorous and represent a range of important learning outcomes</li><li>• Unit plan that include standards-based objectives</li><li>• Samples of differentiated learning activities, materials, assessment strategies, and/or benchmarks</li><li>• Learning targets outlined in lesson plan and/or posted in the room (picture)</li><li>• Rubrics that align with lesson’s expected learning outcome(s) and measure students’ proficiency for mastery</li><li>• List of essential questions that are linked to outcomes</li><li>• Unit plans that include opportunities for connections within/across disciplines (e.g. Using evidence to support a claim)</li></ul> |

# DOMAIN 1:

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## PLANNING & PREPARATION

### 1d. Demonstrating Knowledge of Resources

- *Resources for classroom use*
- *Resources to extend content knowledge and pedagogy*
- *Resources for students*

| CRITICAL ATTRIBUTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ARTIFACT GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Proficient Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• The teacher facilitates the use of Internet resources.</li> <li>• Resources are multidisciplinary.</li> <li>• The teacher expands her knowledge through professional learning groups and organizations.</li> <li>• The teacher pursues options offered by universities.</li> <li>• The teacher provides lists of resources outside the classroom for students to draw on.</li> </ul> <p><b>Distinguished Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• The texts are matched to student skill level.</li> <li>• The teacher has ongoing relationships with colleges and universities that support student learning.</li> <li>• The teacher maintains a log of resources for student reference.</li> <li>• The teacher pursues apprenticeships to increase discipline knowledge.</li> <li>• The teacher facilitates student contact with resources outside the classroom.</li> </ul> | <p>Offer texts matched to student skill levels and facilitate student contact with resources outside the classroom.</p> <p><b>Possible Artifacts</b></p> <ul style="list-style-type: none"> <li>• Use of materials/resources</li> <li>• Pictures of room</li> <li>• Guest speakers</li> <li>• Community resources</li> <li>• Unit/Lesson/Intervention plan(s) that includes appropriate technology applications</li> <li>• Plans/lists of integrated</li> <li>• resources beyond the textbook to support student learning needs</li> <li>• Research and implementation of Response to Intervention strategies or resources</li> <li>• Teaching bulletin boards (picture or online website)</li> <li>• Teacher created common core lessons/assessments</li> <li>• Lesson or unit plan that shows effective use of 1:1 or small group technology use</li> <li>• Varied text levels identified in a lesson or unit plan</li> <li>• Pictures of field trips (community resources)</li> <li>• Lesson or unit plan that utilizes community resources or speakers</li> <li>• Professional journals regularly read and consulted</li> </ul> |

# DOMAIN 1:

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## PLANNING & PREPARATION

### 1e. Designing Coherent Instruction

- *Learning activities*
- *Instructional materials and resources*
- *Instructional groups*
- *Lesson & unit structure*

| CRITICAL ATTRIBUTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ARTIFACT GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Proficient Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul> <p><b>Distinguished Level Critical Attributes</b></p> <ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul> | <p>Offer student choice, connect with other disciplines, provide a variety of appropriately challenging resources and differentiate for individual needs.</p> <p><b>Possible Artifacts</b></p> <ul style="list-style-type: none"> <li>• STAR reports</li> <li>• Student assessments</li> <li>• Writing samples</li> <li>• Curriculum mapping</li> <li>• Lesson reflections</li> <li>• Lessons that represent high-level thinking</li> <li>• Student choices for activities, lessons, or assessments</li> <li>• Learning activities sequenced and connected within the lesson or unit plan</li> <li>• Plan that includes variety of instructional groupings and instructional materials</li> <li>• Use of resources related to standards</li> <li>• Instructional plan that is tied to learning standards</li> <li>• Lesson plan that includes technology integration</li> <li>• Plan that includes guiding/essential questions</li> <li>• Materials or lesson plans that show planning for differentiation</li> <li>• Print-out of a complete standards-based unit/lesson plan</li> <li>• Lesson/unit that allows for student choice</li> <li>• Rationale for student grouping(s)</li> <li>• Lesson/unit plan that includes a coherent set of activities that progress from simple to more complex</li> </ul> |

# DOMAIN 1:

## PLANNING & PREPARATION

### 1f. Designing Student Assessments

▪ *Congruence w/ instructional outcomes*

▪ *Criteria and standards*

▪ *Design of formative assessments*

*Use for planning*

| CRITICAL ATTRIBUTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ARTIFACT GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Proficient Level Critical Attributes</b></p> <ul style="list-style-type: none"><li>• All the learning outcomes have a method for assessment.</li><li>• Assessment types match learning expectations.</li><li>• Plans indicate modified assessments when they are necessary for some students.</li><li>• Assessment criteria are clearly written.</li><li>• Plans include formative assessments to use during instruction.</li><li>• Lesson plans indicate possible adjustments based on formative assessment data.</li></ul> <p><b>Distinguished Level Critical Attributes</b></p> <ul style="list-style-type: none"><li>• Assessments provide opportunities for student choice.</li><li>• Students participate in designing assessments for their own work.</li><li>• Teacher-designed assessments are authentic, with real-world application as appropriate.</li><li>• Students develop rubrics according to teacher-specified learning objectives.</li><li>• Students are actively involved in collecting information from formative assessments and provide input.</li></ul> | <p>Utilize authentic assessments that offer student choice and options for participating in the design of their own data collection &amp; assessments, including well-developed rubrics.</p> <p><b>Possible Artifacts</b></p> <ul style="list-style-type: none"><li>• STAR student instructional report w/reflection on how information was used for future planning</li><li>• Teacher made assessments</li><li>• Sample of modified assessments</li><li>• Documentation of student choice for assessment</li><li>• Lesson or unit plan that contains appropriate assessment plan tied to standards/outcomes</li><li>• Rubrics tied to lesson/unit standards &amp; outcome(s)</li><li>• Sample of student work self-analysis using rubric</li><li>• Anecdotal notes from reader/writer conferences</li><li>• Student data folder</li><li>• Proficiency checklists for students</li><li>• Unit/lesson plan w/built in assessments (formative &amp; summative)</li><li>• Unit plan that shows a re-teach loop built in after each formative assessment (if necessary)</li><li>• Sample of a performance task with rubric</li><li>• Sample Exit Tickets with reflection about how the information was used</li><li>• Survey w/stud. feedback on learning performance</li><li>• Reflective notes about how instruction was adjusted after formative feedback</li><li>• Sample of student input/reflections/journals</li><li>• Collaborative team planning notes</li><li>• Common formative or summative assessments with notes about how the results were used</li><li>• Reflection on an assessment including what I would change for future lessons</li><li>• Unit with a variety of performance opportunities</li></ul> |

