

**Domain 1**  
**Planning & Preparation**

- A. Demonstrating Knowledge of Content and Pedagogy
  - i. Knowledge of Content and the Structure of the Discipline
  - ii. Knowledge of Prerequisite Relationships
  - iii. Knowledge of Content-Related Pedagogy
- B. Demonstrating Knowledge of Students
  - i. Knowledge of Child and Adolescent Development
  - ii. Knowledge of the Learning Process
  - iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency
  - iv. Knowledge of Students' Interests and Cultural Heritage
  - v. Knowledge of Students' Special Needs
- C. Selecting Instructional Outcomes
  - i. Value, Sequence, and Alignment
  - ii. Clarity
  - iii. Balance
  - iv. Suitability for Diverse Learners
- D. Demonstrating Knowledge of Resources
  - i. Resources for Classroom Use
  - ii. Resources to Extend Content Knowledge and Pedagogy
  - iii. Resources for Students
- E. Designing Coherent Instruction
  - i. Learning Activities
  - ii. Instructional Materials and Resources
  - iii. Instructional Groups
  - iv. Lesson and Unit Structure
- F. Designing Student Assessment
  - i. Congruence with Instructional Outcomes
  - ii. Criteria and Standards
  - iii. Design of Formative Assessments
  - iv. Use for Planning

**Domain 2**  
**Classroom Environment**

- A. Creating an Environment of Respect and Rapport
  - i. Teacher Interaction with Students
  - ii. Student Interactions with One Another
- B. Establishing a Culture for Learning
  - i. Importance of the Content
  - ii. Expectations for Learning and Achievement
  - iii. Student Pride in Work
- C. Managing Classroom Procedures
  - i. Management of Instructional Groups
  - ii. Management of Transitions
  - iii. Management of Materials and Supplies
  - iv. Performance of Non-Instructional Duties
  - v. Supervision of Volunteers and Paraprofessionals
- D. Managing Student Behavior
  - i. Expectations
  - ii. Monitoring of Student Behavior
  - iii. Response to Student Misbehavior
- E. Organizing Physical Space
  - i. Safety and Accessibility
  - ii. Arrangement of Furniture and Use of Physical Resources

**Domain 3  
Instruction**

- A. **Communicating with Students**
  - i. Expectations for Learning
  - ii. Directions and Procedures
  - iii. Explanation of Content
  - iv. Use of Oral and Written Language
- B. **Using Questioning and Discussion Techniques**
  - i. Quality of Questions
  - ii. Discussion Techniques
  - iii. Student Participation
- C. **Engaging Students in Learning**
  - i. Activities and Assignments
  - ii. Grouping of Students
  - iii. Instructional Materials and Resources
  - iv. Structure and Pacing
- D. **Using Assessment in Instruction**
  - i. Assessment Criteria
  - ii. Monitoring of Student Learning
  - iii. Feedback to Students
  - iv. Student Self-Assessment and Monitoring of Progress
- E. **Demonstrating Flexibility and Responsiveness**
  - i. Lesson Adjustment
  - ii. Response to Students
  - iii. Persistence

**Domain 4  
Professional Responsibilities**

- A. **Reflecting on Teaching**
    - i. Accuracy
    - ii. Use in Future Teaching
  - B. **Maintaining Accurate Records**
    - i. Student Completion of Assignments
    - ii. Student Progress in Learning
    - iii. Non-Instructional Records
  - C. **Communicating with Families**
    - i. Information About the Instructional Program
    - ii. Information About Individual Students
    - iii. Engagement of Families in the Instructional Program
  - D. **Participating in a Professional Community**
    - i. Relationships with Colleagues
    - ii. Involvement in a Culture of Professional Inquiry
    - iii. Service to the School
    - iv. Participation in School and District Projects
  - E. **Growing and Developing Professionally**
    - i. Enhancement of Content Knowledge and Pedagogical Skill
    - ii. Receptivity to Feedback from Colleagues
    - iii. Service to the Profession
  - F. **Demonstrating Professionalism**
    - i. Integrity and Ethical Conduct
    - ii. Service to Students
    - iii. Advocacy
    - iv. Decision Making
- Compliance with School and District Regulations