Can be used by teachers as examples of artifacts that can be uploaded.

Can be used by administrators while tagging elements to scripted comments.

Domain #1 – Planning and Preparation	
Framework Guidelines	Artifacts/Actions to illustrate proficiency
1a – Demonstrating knowledge of content and pedagogy *(This element is Part of the Pre observation Form)*	*Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice* *List of content-area courses taken to advance content/pedagogical knowledge* *List of workshops attended related to teacher's content/pedagogical area/district initiative* *List of presentations made at conferences/meetings pertaining to content-related material* *List of articles/books written for professional journals/publishers that pertain to a teacher's content area* *List of websites visited/used that pertain to content-related material/Common Core State Standards (CCSS)/district initiatives* *List of content-related/pedagogical webinars that teacher participated in (include dates and certificates of completion, if provided)* *List of free online courses (Ilearn, webinars, etc.) that teacher took to advance content/pedagogical knowledge (include dates and certificates of completion, if provided)* *List of courses taught at upper-level institutions* *Examples of student work that show relevant, meaningful comments made by the teacher, comments that illustrate the teacher's content/pedagogical strengths* *Summer reading lists and summer preparation*
1b – Demonstrating knowledge of students *(This element is Part of the Pre observation Form)*	*Lists of accommodations made for individual students* *Lists of modifications made for students with IEPs/504s□* *Examples of differentiation in the classroom – i.e. – different handouts/exercises/assignments geared for specific learning groups* *Examples of instructional scaffolding in the classroom*
1c – Setting instructional outcomes	*Lesson plans (units) aligned to curriculum guides/CCSS* *Instructional outcomes are listed on the board prior to class instruction* *Examples of activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; communication [written/spoken]; etc.)* *Assessments that show outcomes are being achieved in your classroom*
1d – Demonstrating knowledge of resources *(This element is Part of the Pre observation Form)*	*Examples of diverse resources used in the classroom (print and electronic)* *Lists of speakers used in your classes* *Supplemental materials you provide or recommend for your students – after-school tutoring, supplemental resources, etc.* *Explanations of how you use paraprofessionals and Support Staff in your classroom* *Professional journals you regularly read and use*
1e – Designing coherent instruction	Unit plans that exhibit□ 1. Coherence (methods, materials, assessments all work together) 2. Variety of instructional activities and methods 3. Problem-based learning 4. Student choice 5. Higher order thinking activities
1f – Designing student assessments	*A variety of formative/summative assessments connected to classroom instruction/outcomes *Rubrics used to evaluate student work (Short Answer Response, Math, Science, SS, art, etc. Rubrics)

	*Examples of student assessments with teacher comments

Domain #2 – The Classroom Environment	
Framework Guidelines	*Artifacts/Actions to illustrate proficiency*
2a – Create an environment of respect and rapport	*To be observed during classroom observation* □*Teacher has positive, meaningful interaction with students* *Students have positive, meaningful interaction with each other* *Students feel comfortable in the classroom, with the teacher and with each other*
2b – Establishing a culture for learning	*To be observed during classroom observation* □*Students are actively engaged and care about what they are doing (Not going through motions)* □*Teacher encourages high level thinking/has high expectations* *Classroom displays student work* □*Classroom has visual aids that enhance the learning process*
2c – Managing classroom procedures	*To be observed during classroom observation* *Classroom rules are posted and students are aware and follow them.* *Teacher makes effective use of class time (bell to bell teaching)* *Small groups work efficiently and students take initiative within those groups/groups are monitored by teacher* *Teacher has clear plan for non-instructional tasks – passing out papers, taking attendance, bathroom passes, etc.*□ *Teacher makes effective use of volunteers, practicum student, student teachers, para-professionals*
2d – Managing student behavior	*To be observed during classroom observation* *Logs of parent contacts pertaining to student behavior (phone/email/meeting)* *Students are actively engaged in the class* *Students are monitored and know the rules of the class* *Students monitor their own behavior*
2e – Organizing physical space	*To be observed during classroom observation* □*Classrooms are organized for effective teaching* *Classroom is safe (cords, computers, heavy objects, etc. are secure)*

Domain #3 – Instruction	
Framework Guidelines	Artifacts/Actions to illustrate proficiency
3a – Communicating with students	*A sampling of assignments that clearly show what you expect from the students is clearly evident; communication is clear and effective *Electronic communications with students (email, etc.) *Class blogs are updated regularly *Gradebooks are updated regularly□ *To be observed during classroom observation *Teachings facilitate strong classroom discussion *Students take initiative in classroom discussion *Teacher explains to students the purpose of particular assignment/activity/learning
3b – Using questioning and discussion techniques	*If the teacher's formal observation is not "heavy" on questioning/discussion, teacher should provide a sampling of activities that exhibit his/her ability to develop/implement effective questions in varying group settings (whole class/small group/differentiated settings/etc.)□ *To be observed during classroom observation *All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit *Students are grouped appropriately to achieve the most learning from the questioning/discussion *Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion *Students take an active role in the questioning/discussion
3c – Engaging students in learning	*To be observed during classroom observation *In-class activities are challenging *Homework is challenging *Class is paced well *Students are grouped effectively *Students are on a meaningful task bell-to-bell *Students take an active role in their learning
3d – Using assessments in instruction	SIMILAR TO DOMAIN 1f□ *Samples of diagnostic tests *Examples of pre-test/post test *Examples of formative/summative assessments *Examples of feedback given to the student *Examples of rubrics
3e – Demonstrating flexibility and responsiveness	*Examples of student/teacher homework contracts *Examples of teacher-initiated help for particular students *Examples of how modifications/accommodations are used for a particular assignment/activity/assessment *To be observed during classroom observation *Teacher is willing to adjust a lesson to guarantee learning *Teacher seizes on a "teachable moment"

Domain #4 – Professional Responsibilities	
Framework Guidelines	Artifacts/Actions to illustrate proficiency
4a – Reflecting on teaching	*Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation
4b – Maintaining accurate records	*Gradebook maintained *Class Blog maintained *Classroom inventory *Student assessment data organized *Budgets if applicable
4c – Communicating with families	*Classroom newsletters *Class Blog *List of classroom volunteers/Practicum students/student teacher etc. *List of communication with parents about student progress/success (email/phone/meeting). Keep an accurate log□ *Examples of assignments geared particularly for families (photo frames, Mothers' Day cards, etc.) *Teacher-organized community activities
4d – Participating in a professional community	*A list of all committees on which the teacher serves and in what capacity (local, state, national, teacher association, etc.)□ *A list of all extra-curricular activities supervised/coached *A list of all volunteer work/paid within the school (scheduling, book fairs, Boys Club, Girls Club, Literacy Nights, etc.) *A list of all presentations made at the local, state, and national conferences *A list of all workshops/meetings attended as a representative of the district
4e – Growing and developing professionally	See DOMAIN 1a *Examples of local professional development communities
4f – Showing professionalism	This is a tough one for administrators to document. If a teacher is to be marked down because of a lack of professionalism, reasons must be in writing and should not be entirely anecdotal. In essence, the teacher should . . . *Be on time *Dress appropriately *Be positive *Help students□ *Follow the teacher handbook/board policy