CLUSTER 1: Planning for Learner-centered Instruction	**CLUSTER 2:** A Classroom Environment That Promotes Equity, Excellence, and Learning

CLUSTER 1:
Planning for Learner-centered
Instruction

1a: Demonstrating Knowledge of Content and Pedagogy
    Content knowledge
    Prerequisite relationships
    Content-specific pedagogy
1b: Demonstrating Knowledge of Students
    Characteristics of age group
    Students' varied approaches to learning
    Students' skills and knowledge
    Students' interests and cultural heritages
1c: Selecting Key Knowledge and Skills
    Significance
    Clarity
    Suitability for diverse students
1d: Demonstrating Knowledge of Materials, Resources, and Technology
    Materials/resources
    Technology
1e: Designing Activities That Promote Student Learning
    Learning activities
    Learning groups
    Lesson structure
1f: Planning to Assess Student Learning
    Assessment content and methods
    Criteria

CLUSTER 2:
A Classroom Environment That Promotes
Equity, Excellence, and Learning

2a: Creating an Environment of Rapport and Respect
    Teacher interaction with students
    Student interaction
2b: Establishing a Culture for Learning
    Importance of content
    Expectations for learning and achievement
2c: Managing Classroom Procedures
    Transitions
    Materials and supplies
    Non-instructional duties
    Volunteers and paraprofessionals
2d: Managing Student Behavior
    Expectations
    Monitoring student behavior
    Response to student behavior
2e: Organizing Physical Space
    Environmental considerations in support of learning
    Safety and arrangement of furniture
    Accessibility to learning and use of physical resources

CLUSTER 3:
Instruction and Communication

CLUSTER 4:
Professionalism

4a: Reflecting on Teaching
    Accuracy
    Use in future teaching
4b: Maintaining Accurate Records
    Student progress in learning
    Non-instructional records
4c: Communicating with Families/Caregivers
    Information about the instructional program
    Information about the individual students
    Engagement of families/caregivers in the instructional program
4d: Contributing to the School
    Relationships with colleagues
    Service to the school
4e: Growing and Developing Professionally
    Enhancement of content knowledge and pedagogical skill
    Participation in beginning teacher support
4f: Serving as an Advocate for Students
    Decision making
    Student advocacy

3a: Communicating Clearly and Accurately
    Directions and procedures
    Oral and written language
    Student communication
3b: Using Questioning and Discussion Techniques
    Quality of questions/discussion techniques
    Student participation
3c: Engaging Students in Learning
    Representation of content
    Activities and assignments
    Grouping of students
    Materials, resources, and technology
    Structure, sequencing, and pacing
3d: Assessing Student Learning
    Implementation of assessment
    Use for planning
    Quality and timeliness of feedback
3e: Demonstrating Flexibility and Responsiveness
    Lesson adjustment
    Response to students
    Persistence