Domain I: Active, Successful Student Participation	Criteria	Level

2. Knowledge of Human Development and Learning. The teacher understands how children learn and develop, and can provide learning opportunities that support their physical, intellectual, social, emotional, and personal development.
 	
1. Engaged in Learning
2. Successful in learning
3. Critical thinking/problem solving
4. Self-directed
5. Connects Learning
	• Students are actively engaged in learning.
	• Students are successful in learning.
	• Students behaviors indicate learning is at a high cognitive level (e.g., critical thinking)
	• Students are connecting learning to work and life applications, both within the discipline and with other disciplines.
		Level 1 : _____
		    less than half of the students (0-49%)
		
		Level 2: _____
		    some of the students (50-79%)
		
		Level 3: _____
		    most of the students (80-89%)
		
		Level 4: _____
		    almost all of the students (90-100%)

Comments/Suggestions:

- _____Real world application
- ____Appropriate level
- ____Variety of strategies
- ____Step-by-step or logical process
- ____Higher level questions
- ____Extend knowledge
- ____Reinforce high expectations
- ____Meets objective
- ____Assessment aligned with objective

Domain II: Learner-Centered Instruction	Criteria	Level

3. Adapting Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
 	
1. Goals and objectives
2. Learner-centered
3. Critical thinking and problem solving
4. Motivational strategies
5. Alignment
6. Pacing/sequencing
7. Value and importance
8. Appropriate questioning and inquiry
9. Use of technology
	• Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.
	• Instructional content is learner-centered (e.g. relates to students)
	• Instructional strategies promote critical thinking and problem solving.
	• Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.
	• Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.
	• The teacher varies activities. appropriately and maintains appropriate pacing and sequencing of instruction.
	• The teacher emphasizes the values and importance of the activity/content.
	• The teacher uses appropriate questioning and inquiry techniques to challenges students.
	• The teacher makes appropriate and effective use of available technology as a part of the instructional process.
		Level 1 : _____
		    less than half of the time (0-49%)
		
		Level 2: _____
		    some of the time (50-79%)
		
		Level 3: _____
		    most of the time (80-89%)
		
		Level 4: _____
		    almost all of the time (90-100%)

Comments/Suggestions:

- _____ Objective communicated
- _____Objective addresses TEKS
- _____Identifies purpose/importance
- _____Enthusiasm
- _____Addresses various learning styles with varied activities
- _____Relates to student interests
- _____Elaborates critical attributes
- _____Maintains appropriate pacing
- _____Appropriate sequencing
- _____Aligned with prior knowledge
- _____Aligned with TEKS

- _____Higher level questions
- _____Unique, creative and/or innovative strategies
- _____Randomly samples students
- _____Solicits participation from students
- _____Extends student responses
- _____Provides wait time
- _____Opportunity to apply new concept
- _____Students ask questions
- _____Uses available technology

Domain III: Evaluation and Feedback on Student Progress	Criteria	Level

6. Communication Skills. The teacher uses effective verbal, nonverbal, and media communication to foster active inquiry, collaboration, and supportive interaction in the classroom.
 	
1. Monitored and assessed
2. Assessment and instruction are aligned
3. Appropriate assessment
4. Learning reinforced
5. Constructive feedback
6. Relearning and re-evaluation
	• Academic progress of students is monitored and assessed.
	• Assessment and feedback are aligned with goals and objectives and instructional strategies.
	• Assessment strategies are appropriate to the varied characteristics of students.
	• Student learning is reinforced.
	• Students receive specific constructive feedback.
	• The teacher provides opportunities for relearning and re-evaluation of material.
		Level 1 : _____
		    less than half of the time (0-49%)
		
		Level 2: _____
		    some of the time (50-79%)
		
		Level 3: _____
		    most of the time (80-89%)
		
		Level 4: _____
		    almost all of the time (90-100%)

Comments/Suggestions:

- ____ Questions students of varied abilities
- ____ Uses of response cards or signals
- ____ Choral response
- ____ Learning positively reinforced
- ____ Specific feedback
- ____ Timely feedback
- ____ Feedback aligned with objectives
- ____ Appropriate reinforcement
- ____ Formative assessment before independent practice

- ____ Constructive feedback
- ____ Provides clarification when needed
- ____ Re-teach
- ____ Progress assessed
- ____ Varied assessments
- ____ Appropriate assessments
- ____ Monitors students
- ____ Reinforces high expectations

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials	Criteria	Level

5. Classroom Motivation and Management Skills. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and management.
 	
1. Discipline procedures
2. Self-discipline and self-directed learning
3. Equitable teacher-student interaction
4. Expectations for behavior
5. Redirects disruptive
6. Reinforces desired behavior
7. Equitable and varied characteristics
8. Manages time and materials
	• The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the classroom or campus.
	• The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning as appropriate.
	• The teacher interacts with students in an equitable manner, including the fair application of rules.
	• The teacher specifies expectations for desired behavior.
	• The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.
	• The teacher reinforces desired behavior when appropriate.
	• The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.
	• The teacher effectively and efficiently manages time and materials.
		Level 1 : _____
		    less than half of the time (0-49%)
		
		Level 2: _____
		    some of the time (50-79%)
		
		Level 3: _____
		    most of the time (80-89%)
		
		Level 4: _____
		    almost all of the time (90-100%)

Comments/Suggestions:

- _____Teacher interacts with students in equitable manner
- _____Materials equitable acknowledging student diversity
- _____Administrative procedures in place
- _____Efficiently manages and maximizes time
- _____Materials ready for instruction
- _____Encourages self-discipline

- _____Fair application of rules
- _____Implement procedures consistently
- _____Secures student attention
- _____Students engaged in lesson
- _____Student exhibit appropriate behavior
- _____Redirects off task, inappropriate or disruptive behavior
- _____Reinforces desired behavior

Domain V: Professional Communication	Criteria	Level

10. Partnerships. The teacher fosters relationships with school colleagues, parents, agencies, and cultural organizations in the larger community to support students' learning and well-being and to enhance the teacher's cultural awareness.
 	
1. Written with students
2. Verbal/non-verbal with students
3. Reluctant students
4. Written with parents, staff, community members, and other professionals
5. Supportive, courteous
	• The teacher uses appropriate and accurate written communication with students.
	• The teacher uses appropriate and accurate verbal and non-verbal communication with students.
	• The teacher encourages and supports students who are reluctant or having difficulty.
	• The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.
	• The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.
	• The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.
		Level 1 : _____
		     less than half of the time (0-49%)
		
		Level 2: _____
		     some of the time (50-79%)
		
		Level 3: _____
		     most of the time (80-89%)
		
		Level 4: _____
		     almost all of the time (90-100%)

Comments/Suggestions:

- ____Adapts instructions to meet students' needs
- ____Encourages reluctant students
- ____Supports students having difficulty
- ____Explains tasks clearly
- ____Interactions are courteous and respectful
- ____Models respect through patience and active listening
- ____Incorrect responses handled with dignity
- ____Student work displayed
- ____Written communication clear
- ____Presentation without significant error
- ____Errors are self corrected