

**DOMAIN 1: Planning and Preparation**  
**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Knowledge of content and the structure of the discipline	Document structure, small components or strands, central concepts and skills.	Lesson plans have introduction with prior knowledge, instruction with purpose and conclusion for application.	Teacher plans to adapt the learning centers in her sewing class to reflect review of sewing equipment. She adds specific activities that include vocabulary review with consideration to the individual or prior knowledge of the students.	Observation and documentation of comments on student work, classroom interactions with students, student engagement into investigation, clear explanation of concepts, knowledgeable responses to students' questions and skills to engage students in learning.
Knowledge of prerequisite relationships	Include review of prior knowledge and application.	Teacher cites intra and inter-disciplinary relationships.		
Knowledge of content-related pedagogy	Make interdisciplinary connections and ensure practice.	Plans reflect current practices and developments.		

**DOMAIN 1: Planning and Preparation**  
**Component 1b: Demonstrating Knowledge of Students**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Knowledge of child and adolescent development	Integrate ongoing skill assessment and instructional adjustment.	Activities are age and ability appropriate.	Teacher regularly creates IEP based adapted assessment materials for several students needing accommodations. The teacher plans lessons with three different follow-up activities designed to meet the varied ability levels of students.	Observation and documentation of student work samples containing cultural or family attributes, lesson planning that is adaptive to special needs of students. Medical or special education documentation.
Knowledge of the learning process	Ensure active engagement in learning process.	Student groupings based upon skill level and needs assessment.		
Knowledge of students' skills, knowledge, and language proficiency.	Plan for ability level, knowledge and skill level, ELL, IEP	Use of data based on needs and accommodations necessary for student success.		
Knowledge of students' special needs	Make accommodations and adaptations for students with IEP's.	Differentiation incorporated into lesson plans		

DOMAIN 1: Planning and Preparation  
Component 1c: Setting Instructional Outcomes

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Value, Sequence, and Alignment	Outcomes should represent significant learning.	High expectations and rigor for all students	An integrated foods unit on 19 <sup>th</sup> Century methods could include history, literature, science and writing. Outcomes should include research, writing, demonstration, group work and project based learning.	Observation and documentation of instructional outcomes expressed verbally and in writing and aligned to curriculum guides, state learning standards and content standards. (Best observed in a classroom visit)
Clarity	Refer to what students WILL learn with viable methods of assessment.	What a student will <u>learn</u> not what he/she will <u>do</u> .		
Balance	Outcomes must reflect different types of learning.	All lessons Include factual knowledge, conceptual understanding, reasoning, social interactions, application and communication.		
Suitable for diverse learners	Outcomes are appropriate to all students.	Outcomes are differentiated and suitable to all groups.		

DOMAIN 1: Planning and Preparation  
Component 1d: Demonstrating Knowledge of Resources

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Resources for classroom use	Materials must align with outcomes.	Text and materials are matched to skill level.	Teacher organizes field trips and expert visits from the community after surveying students on what they know about careers in child development.	Observation and documentation of knowledge of resources available including school, district and community, including extension, guest speakers, industry professionals, and college instructors.
Resources to extend content knowledge and pedagogy	Materials are available to students that extend knowledge.	Ongoing relationships with college and industry is evident.		
Resources for students	Materials must be appropriately challenging.	Teacher facilitates student contact with apprenticeship and job shadowing opportunities.		

**DOMAIN 1: Planning and Preparation**  
**Component 1e: Designing Coherent Instruction**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Learning Activities	Instruction that engages students and advances their knowledge though content.	Activities are matched to outcomes that promote higher level thinking skills.	After the cooperative group lesson on upholstery, teacher has the students reflect on which upholsteries would work best in certain areas of the home and why.	Observation and documentation of unit plans that encompass several weeks. Skill in organizing and sequencing activities that engage students. A coherent structure that includes purposeful activities, appropriate materials and students groups.
Instructional materials and resources	Instructional materials are appropriate to age and skill of learners.	Challenging materials and resources are integrated into lesson plans, NOT WORKSHEETS!		
Instructional Groups	Intentional organization of groups to support learning is present.	Maximum learning is achieved and builds on student strengths.		

**DOMAIN 1: Planning and Preparation**  
**Component 1e: Designing Coherent Instruction**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Lesson and Unit Structure	Clear and sequenced lesson and unit structures are present.	Plan allows for reasonable time allocation with differentiation for individual student needs.	A review of lesson plans with principal demonstrates structure with pacing times and activities clearly indicated.	Observation and documentation of lesson and unit structure that is clear and allows for different pathways according to diverse student needs.

**DOMAIN 1: Planning and Preparation**  
**Component 1f: Designing Student Assessment**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Congruence with instructional outcomes	Assessments must match learning outcomes.	Assessment provides opportunity for student choice.	Teacher has developed a routine for class. Students who are struggling with a concept or procedures know they are to first check with another student in their group and then meet with the teacher for further clarification.	Unit plan should include methods to assess student understanding and immediate adjustment. Students should be included in assessment activity planning and preparation.
Criteria and standards	Expectations must be clearly defined and shared with students.	Student developed rubrics aligned to teacher-specified learning objectives.		
Design of formative assessments	Assessment for learning is part of the instructional process.	Students participate in designing assessments.		
Use for planning	Results of assessment guide immediate and future planning.	Lesson plans allow for possible adjustments based upon formative assessment data.		

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
Component 2a: Creating an Environment of Respect and Rapport

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Teacher interaction with students	Teachers' interaction with students should convey that they are interested in and care about their students.	Teacher exhibits respectful talk, active listening, turn taking, body language that is warm and caring. Physical proximity is evident. Politeness, encouragement and fairness are the norms.	After Tommy drops an egg, he acknowledges the accident and immediately begins to clean up the mess. The teacher acknowledges it was an accident and praises Tommy for cleaning it up so quickly. Another student begins to help Tommy clean up the mess.	Must be observable respect and rapport among students, teachers and support staff at all times and in all interactions.
Student interactions with other students.	Students should be engaged respectfully in interactions with one another that are mutually supportive and create an emotionally healthy school environment.	Student respectfully correct one another and participate without fear of putdowns or ridicule from other students.		

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
Component 2b: Establishing a Culture for Learning

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Importance of the content	Teacher conveys value of what students are learning to their lives and future learning.	Belief in the value of what is being learned and in the student's ability to be successful.	Teacher intentionally support the student's investment in their own learning by consistently encouraging them to reflect on and evaluate their work. Why do you think the cake fell? IN ADDITION adjusts lesson pace and content of activities to meet the needs of students and learning objectives.	Look of room, display of student work, nature of interactions, and tone of conversations.
Expectations for learning and achievement	Constant encouragement of students to work hard, reflect and evaluate. Teacher is always providing support for students to try new things that may be difficult.	Recognition of effort and persistence, high expectations for verbal and non-verbal behaviors.		
Student pride in work	Students are confident in their abilities, are willing to try the task, and are proud of their work.	Students freely participate and are confident in their ability to do the work.		

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures				
Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Management of instructional groups	Teacher helps students to develop skills necessary to work purposefully and cooperatively in groups or independently.	Minimal prompting by teacher for students to use their time productively.	Teacher restates expectation for cleanup time during a foods lab. Students respond appropriately throughout cleanup time/ Students follow expectations without redirection and echo reminders to their peers. Teacher recognizes effort and encourage students to take pride in their work. Students are observed equilaterally interacting with teacher, assistants and volunteers.	Evidence is collected during classroom observations. When asked, students are able to tell what they are doing, why they are doing it and how it has been developed.
Management of transitions	Very little time is lost in transition; students know the drill and execute it effortlessly.	Students themselves ensure that transitions and other routines are accomplished smoothly.		
Management of materials and supplies	All materials at hand and routines are established for distribution and collection with minimal disruption to flow of lesson.	Students take initiative in distributing and collecting materials efficiently.		
Performance of non-instructional duties	Little time is lost to attendance, lunch count permission slips, etc.	No instruction time is lost to non-instructional duties.		
Supervision of volunteers and paraprofessionals	Expectations are clear and routines are seamless.	Everyone is focused at all times on helping the students learn and develop.		
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior				
Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Expectations	It is apparent, without redirection, that expectations for student conduct have been established and that they are being implemented.	Student behavior is very appropriate. Students take responsibility for their behavior and remind peers of rules with respect.	Teacher notices that some students are talking among themselves during whole group lesson and without a word moves nearer to them; all talk stops or the teacher speaks privately to individual students about their behavior. Students self-monitor their behavior and refrain from talking out of turn.	Behavior management can only be observed in the classroom. Implementation and agreed upon standards of contact are critical to a well-managed classroom. Artifacts would include student developed classroom rules.
Monitoring of student behavior	Teacher is attuned to the classroom and moves about subtly to help students reengage with the content. Monitoring is subtle and preventative.	Teacher silently and subtly monitors student behavior. Any misbehavior is minor and swiftly handled.		
Response to student misbehavior	Best responses are those that happen early and addresses the misbehaviors with respect for the dignity of the student.	Teacher and students respectfully interact at appropriate moments to ensure compliance with standards of conduct.		

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**Component 2e: Organizing Physical Space**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Safety and accessibility	No learning can occur if students are unsafe, do not have access to the board or resources.	Modifications are made to accommodate needs of students.	When a classroom is a true community of learners, students will plan a display of work, move furniture to facilitate a group project, shift supplies to improve flow or lower shades to block sun from classmates' eyes.	Since implementation is essential, observation is imperative. Illustrations or sketches of classroom can be added to artifacts.
Arrangement of furniture and use of physical resources	Students contribute to making the classroom an area conducive to learning.	Students take control to adjust the physical environment.		

**DOMAIN 3: INSTRUCTION**

**Component 3a: Communicating with Students**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Expectations for Learning	Expectations are communicated clearly to students verbally and in writing.	Students are able to explain what they are learning and where it fits into the curriculum context.	A student states that he/she cannot sew this seam correctly. The teachers reminds the student of the strategies such as looking closely at the pictures and reading the directions in the pattern outline. The teacher sits down with the student, observes, models strategies and asks the student, "How can you figure out how this seam is sewn?"	Observation of student's reaction to the teacher's clarity and accuracy of the communication through classroom performance.
Directions and Procedures	Students understand what they are expected to do without direct teacher supervision.	Students are able to engage in the learning task indicating that they understand what they are to do.		
Explanation of content	Use vivid language and imaginative correlations, connecting explanations to student interest and lives beyond school. Explanations are clear with scaffolding and anticipate student misconceptions.	Teacher clearly explains the content and asks students to suggest other strategies to approach the content with challenge or analysis.		
Use of oral and written language.	Best model for accurate syntax and rich vocabulary with use of precise, academic vocabulary.	Students can emulate the academic vocabulary correctly.		

**DOMAIN 3: INSTRUCTION**  
**Component 3b: Using Questioning and Discussion Techniques**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Quality of Questions	Questions of a high cognitive challenge and formulated by students, as well as teacher, with multiple correct answers or approaches.	Questioning should engage the students in analytical thinking and motivate them to question the information presented by the teacher.	Students are working on a unit in family studies around cultural bias. Teacher ties the information to current or world events and encourages students to extend or expand the discussion based upon prior knowledge or information they have obtained through family or media. Students share information about social media effects on cultural bias and they are asked to debate the topic.	Evidence is collected during classroom observations. Students will be observed engaged in the discussion, developing their own questions, challenging the information provided by teacher and peers and adding questions about information.
Discussion techniques	Effective use of student responses as teacher steps out of central mediating role.	Discussion is a vehicle for deep exploration of a topic with students leading the discussion and questioning.		
Student Participation	Students lead discussion with teacher and classmates, high level of student participation.	ALL STUDENTS ARE ENGAGED! All students are drawn into the conversation, all student's perspectives are sought and all voices are heard.		

**DOMAIN 3: INSTRUCTION**  
**Component 3c: Engaging Students in Learning**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Activities and assignments	Centerpiece of student engagement promotes learning that emphasizes depth over breadth.	Students are enthusiastic, interested, thinking and problem solving.	Lab planning for a foods unit. Students work in small groups to plan who is doing what assignment in the lab and how long the assignment will take. Students choose assignment that are of interest to them and all students are required to participate equally. Students are required to problem solve time management issues, resources and modifications.	Evidence is collected during classroom observations. All students are intellectually engaged in the lesson, high level of student innovative to modify or add meaning to the lesson.
Grouping of students	Whole class, small groups, pairs and individuals, teacher permits students to select their own groups or formed through random selection.	Students are motivated to work collaboratively, everyone is engaged and challenged. Teacher should always be able to justify groupings when asked		
Instructional materials and resources	Some district require use of only sanction materials, however, these materials should engage students in deep learning, not busy work.	Students are actively working, not watching while their teacher works.		
Structure and pacing	Lesson should have an introduction, link to prior learning, introduction of new materials, discussion, engagement in activity or assignment, reflection and closure.	Suitable pacing neither dragged out nor rushed. Time for closure and student reflection.		

**DOMAIN 3: INSTRUCTION**  
**Component 3d: Using Assessment in Instruction**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Assessment criteria	Assessment criteria is shared with students at all times and they have a chance to develop the criteria or rubric.	Students can identify characteristics of high quality work and there is evidence that they helped to establish these criteria.	During a unit on beginning sewing. The teacher circulates among students, intentionally asking questions to deepen understanding of vocabulary or procedures. Students are asked to self-assess and monitor their own progress against the criteria, i.e. a sample pair of completed shorts. Teacher tracks progress through notes, pictures, and work samples.	Evidence is collected during classroom observations. Teacher is moving about the room, students are encouraged to ask for help from peers, feedback is constant and consistent. Criteria is posted or available so students can monitor progress on their own.
Monitoring of student learning	Carefully planned questions and groupings to constantly assess understanding, reteach and reinforce are woven seamlessly into student learning.	Teacher is constantly monitoring student understanding and making use of strategies to elicit information about individual student understanding.		
Feedback to students	Feedback must be timely, constructive and substantive. It should provide students the guidance they need to improve their performance.	Feedback to students should come from many sources, including peers. It must be specific and focused on improvement.		
Student self-assessment and monitoring of progress	Students must be able to assume responsibility for their own learning, monitor their progress and take appropriate action to improve.	Students are activity monitoring their own understanding; teacher gives constant feedback to students about their learning.		

DOMAIN 3: INSTRUCTION				
Component 3e: Demonstrating Flexibility and Responsiveness				
Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Lesson Adjustment	Teacher should be able to make minor and major adjustments to the lesson at any time to ensure student success. IF IT IS NOT WORKING, CHANGE COURSE!	Teacher adjusts lesson where student learning is impacted. Reteaching, revisiting and replacing the learning objective.	Teacher observes that students are not engaged or understanding. She stops lesson to evaluate and allows students to provide suggestions and use peer-to-peer interactions for reflection on lesson. Teacher then uses that information to reteach, reinstruct or replace the learning based upon the needs of the students.	Evidence is collected during classroom observations.
Response to students	Take advantage of teachable moments, capitalize on an opportunity to expand the learning or challenge a student to think critically.	Allow students to share personal experiences or knowledge as long as some connection can be made to the learning. Do not be afraid to stop a lesson and go back to a prior day learning to aid in success.		
Persistence	When students encounter difficulty, seek alternative approaches to help them be successful.	Teacher should convey the message to students that every students can learn and that you have enough tools in their toolbox to ensure a broad range of approaches can be utilized.		
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
Component 4a: Reflecting on Teaching				
Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Accuracy	Teacher's assessment of the lesson is thorough and includes specific indicators of effectiveness.	Be honest with your evaluator. If you know it did not go well, so do they! It is better to say that the lesson did not work well and this is why!	Skilled reflection is characterized by accuracy, specificity and ability to use the analysis in future teaching. Reflection should engage you in analysis and improvement.  ***make sure you are in a safe relationship with your evaluator***	Written reflection and planning for future lessons. Could also include research of different approaches and strategies.
Use in future teaching	Teacher's suggestions for improvement draw on an extensive knowledge of teaching strategies.	Every lesson can be improved upon! Find something you might try different next time.		

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4b: Maintaining Accurate Records**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Student completion of assignments	Completion, as well as success, of assignments is essential for instruction.	Students are active and contribute to maintaining their own records.	Students inventory groceries and pantry items, make grocery list, price items and help with foods lab budget for the year.	Organized records, proof of student contribution to record keeping individually and as part of the class.
Student progress in learning	You need to be able to connect student progress to instruction. Information must be updated frequently.	Students contribute to and maintain data files indicating their own progress in learning.		
Non-instructional Records	Collection of information about school life, milk money, attendance, permission slips.	Organization is critical; make sure that these duties do not interfere with maximum teaching time.		

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4c: Communicating with Families**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Information about the instructional program	Teacher frequently provides information to families about programs through website, newsletters, and newspaper articles.	Culturally sensitive, language sensitive and positive,	Students contribute to an article for your website with pictures and updates about activities and lessons each week.	Newsletters, websites, articles for newspaper. Documentation of parental contact.
Information about individual students	Teacher frequently provides feedback to families of students who are struggling to meet criteria for success.	One contact with EVERY parent in your class once during the semester.	Students are completing a foods unit on Foods Around the World; you invite parents in for a meal prepared by students.	Event Flyers, pictures, parental input sheets, activity outlines that involve parental input.
Engagement of families in the instructional program	Teacher offers engagement opportunity for parents, such as, Open House, Career Night, special events, and homework assignments and projects that engage families in the learning process.	It is important to try something to involve parents. Even if only one parent attends, you have made an impact.		

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4d: Participating in a Professional Community**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Relationships with colleagues	Teacher maintains a professional collegial relations that is encouraging with sharing, planning and working together toward improved instructional skill and student success.	Everyone has something to share with other professionals in their field that can help all students achieve at their maximum potential. Share!	Join something... FCCLA, IFACSTA, ILAFCS  Read Journals, Share with peers, mentor a new teacher, join a community organization or organize a book study.	Documentation of membership, journal memberships, community involvement, staff meeting involvement (not just attendance).
Involvement in a culture of professional inquiry	Teacher contributes to and participates in a learning community that supports and respects its members' efforts to improve practice	Emphasizes improved practice with others. Seeks advice and support of peers and administration.		
Service and participation to the school and district.	Teacher contributes to school initiatives, community and district projects.	Support the school and community OUTSIDE THE CLASSROOM.		

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4e: Growing and Developing Professionally**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Enhancement of content knowledge and pedagogical skill	Teacher remains current by taking courses, participating in workshops and reading professional literature on evolving practices.	Workshops, courses, regular academic reading (not assigned by administration)	Obtain training for ECE Credentials, Food Sanitation license, Train the Trainer, Connections Conference, Delta Kappa Gamma Sorority, FCCLA, IFACSTA, ILAFCS	Documentation of training, workshops, credentials, and memberships.
Receptivity to feedback from colleagues	Teacher actively seeks networks that provide collegial support and feedback.	PLC's, School and district committee participation.		
Service to the profession	Active in professional organizations that affect their personal practice and ability to provide leadership and support to colleagues.	Membership in professional organizations.		

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4f: Showing Professionalism**

Element	Suggestions for Improvement			
	Indicators	Critical Attributes	Examples	Artifacts
Integrity and ethical conduct	Be honest and ethical!	Protect your reputation as trustworthy; do not get involved in negative conversations about students, parents or staff.	Take a leadership role in a committee or team in your school or district.	Documentation of leadership roles, conversation with administration about policy changes, work with departmental, school wide or district wide committee work.
Service to students	Put students first in all areas of practice.	Remind your peers students are the priority.	Remind peers who are negative or self-serving that you are there to serve children.	
Decision Making	Support students' best interest, even in the face of opposition.	Challenge existing practices in order to put students first, talk with administration about policies that negatively affect students.	Make sure you advocate for student's best interests in 504 plans, IEP meetings and class placement.	
Compliance with school and district regulations	Adhere to policies and procedures of the district, even if you do not agree.	Always fulfil district mandates, policies and procedures.		

References:

- 2013 Framework for Teaching Evaluation Instrument, Charlotte Danielson
- Enhancing Professional Practice, 2<sup>nd</sup> Edition, Charlotte Danielson
- 2011 Framework for Teaching Evaluation Instrument, Charlotte Danielson