

Domains 1 and 4 Components with Elements

Domain 1: Planning and Preparation	Domain 4: Professional Responsibilities
1a Knowledge of Content and Pedagogy	4a: Reflecting on Teaching
<ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 	<ul style="list-style-type: none"> • Accuracy • Use in future teaching
1b: Demonstrating Knowledge of Students	4b: Maintaining Accurate Records
<p>Knowledge of:</p> <ul style="list-style-type: none"> • Child and adolescent development • The learning process • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage • Students' special needs 	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Noninstructional records
1c: Setting Instructional Outcomes	4c: Communicating with Families
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students 	<ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program
1d: Demonstrating Knowledge of Resources	4d: Participating in the Professional Community
<ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 	<ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects
1e: Designing Coherent Instruction	4e: Growing and Developing Professionally
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	<ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
1f: Designing Student Assessments	4f: Showing Professionalism
<ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

Domains 2 and 3 Components with Elements

Domain 2: The Classroom Environment	Domain 3: Instruction
2a: Creating an Environment of Respect and Rapport	3a: Communicating with Students
<ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions 	<ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language
2b: Establishing a Culture for Learning	3b: Using Questioning and Discussion Techniques
<ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work 	<ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation
2c: Managing Classroom Procedures	3c: Engaging Students in Learning
<ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals 	<ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing
2d: Managing Student Behavior	3d: Using Assessment in Instruction
<ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior 	<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress
2e: Organizing Physical Space	3e: Demonstrating Flexibility and Responsiveness
<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 	<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence