

Domain I: Active, Successful Student Participation	Criteria	Level
<ol style="list-style-type: none"> <li>1. Engaged in Learning</li> <li>2. Successful in learning</li> <li>3. Critical thinking/problem solving</li> <li>4. Self-directed</li> <li>5. Connects Learning</li> </ol>	<ul style="list-style-type: none"> <li>• Students are actively engaged in learning.</li> <li>• Students are successful in learning.</li> <li>• Students behaviors indicate learning is at a high cognitive level (e.g., critical thinking)</li> <li>• Students are connecting learning to work and life applications, both within the discipline and with other disciplines.</li> </ul>	<p>Level 1 : _____ less than half of the students (0-49%)</p> <p>Level 2: _____ some of the students (50-79%)</p> <p>Level 3: _____ most of the students (80-89%)</p> <p>Level 4: _____ almost all of the students (90-100%)</p>

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
<ol style="list-style-type: none"> <li>1. Goals and objectives</li> <li>2. Learner-centered</li> <li>3. Critical thinking and problem solving</li> <li>4. Motivational strategies</li> <li>5. Alignment</li> <li>6. Pacing/sequencing</li> <li>7. Value and importance</li> <li>8. Appropriate questioning and inquiry</li> <li>9. Use of technology</li> </ol>	<ul style="list-style-type: none"> <li>• Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.</li> <li>• Instructional content is learner-centered (e.g. relates to students)</li> <li>• Instructional strategies promote critical thinking and problem solving.</li> <li>• Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.</li> <li>• 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.</li> <li>• The teacher varies activities. appropriately and maintains appropriate pacing and sequencing of instruction.</li> <li>• The teacher emphasizes the values and importance of the activity/content.</li> <li>• The teacher uses appropriate questioning and inquiry techniques to challenges students.</li> <li>• The teacher makes appropriate and effective use of available technology as a part of the instructional process.</li> </ul>	<p>Level 1 : _____ less than half of the time (0-49%)</p> <p>Level 2: _____ some of the time (50-79%)</p> <p>Level 3: _____ most of the time (80-89%)</p> <p>Level 4: _____ almost all of the time (90-100%)</p>

Comments/Suggestions:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• ____ Objective communicated</li> <li>• ____ Objective addresses TEKS</li> <li>• ____ Identifies purpose/importance</li> <li>• ____ Enthusiasm</li> <li>• ____ Addresses various learning styles with varied activities</li> <li>• ____ Relates to student interests</li> <li>• ____ Elaborates critical attributes</li> <li>• ____ Maintains appropriate pacing</li> <li>• ____ Appropriate sequencing</li> <li>• ____ Aligned with prior knowledge</li> <li>• ____ Aligned with TEKS</li> </ul> | <ul style="list-style-type: none"> <li>• ____ Higher level questions</li> <li>• ____ Unique, creative and/or innovative strategies</li> <li>• ____ Randomly samples students</li> <li>• ____ Solicits participation from students</li> <li>• ____ Extends student responses</li> <li>• ____ Provides wait time</li> <li>• ____ Opportunity to apply new concept</li> <li>• ____ Students ask questions</li> <li>• ____ Uses available technology</li> </ul> |
|---|---|

Domain III: Evaluation and Feedback on Student Progress	Criteria	Level
<ol style="list-style-type: none"> <li>1. Monitored and assessed</li> <li>2. Assessment and instruction are aligned</li> <li>3. Appropriate assessment</li> <li>4. Learning reinforced</li> <li>5. Constructive feedback</li> <li>6. Relearning and re-evaluation</li> </ol>	<ul style="list-style-type: none"> <li>• Academic progress of students is monitored and assessed.</li> <li>• Assessment and feedback are aligned with goals and objectives and instructional strategies.</li> <li>• Assessment strategies are appropriate to the varied characteristics of students.</li> <li>• Student learning is reinforced.</li> <li>• Students receive specific constructive feedback.</li> <li>• The teacher provides opportunities for relearning and re-evaluation of material.</li> </ul>	<p>Level 1 : _____ less than half of the time (0-49%)</p> <p>Level 2: _____ some of the time (50-79%)</p> <p>Level 3: _____ most of the time (80-89%)</p> <p>Level 4: _____ almost all of the time (90-100%)</p>

Comments/Suggestions:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• _____ Questions students of varied abilities</li> <li>• _____ Uses of response cards or signals</li> <li>• _____ Choral response</li> <li>• _____ Learning positively reinforced</li> <li>• _____ Specific feedback</li> <li>• _____ Timely feedback</li> <li>• _____ Feedback aligned with objectives</li> <li>• _____ Appropriate reinforcement</li> <li>• _____ Formative assessment before independent practice</li> </ul> | <ul style="list-style-type: none"> <li>• _____ Constructive feedback</li> <li>• _____ Provides clarification when needed</li> <li>• _____ Re-teach</li> <li>• _____ Progress assessed</li> <li>• _____ Varied assessments</li> <li>• _____ Appropriate assessments</li> <li>• _____ Monitors students</li> <li>• _____ Reinforces high expectations</li> </ul> |
|---|--|

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials	Criteria	Level
<ol style="list-style-type: none"> <li>1. Discipline procedures</li> <li>2. Self-discipline and self-directed learning</li> <li>3. Equitable teacher-student interaction</li> <li>4. Expectations for behavior</li> <li>5. Redirects disruptive</li> <li>6. Reinforces desired behavior</li> <li>7. Equitable and varied characteristics</li> <li>8. Manages time and materials</li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning as appropriate.</li> <li>• The teacher interacts with students in an equitable manner, including the fair application of rules.</li> <li>• The teacher specifies expectations for desired behavior.</li> <li>• The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.</li> <li>• The teacher reinforces desired behavior when appropriate.</li> <li>• The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.</li> <li>• The teacher effectively and efficiently manages time and materials.</li> </ul>	<p>Level 1 : _____ less than half of the time (0-49%)</p> <p>Level 2: _____ some of the time (50-79%)</p> <p>Level 3: _____ most of the time (80-89%)</p> <p>Level 4: _____ almost all of the time (90-100%)</p>

Comments/Suggestions:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• ____Teacher interacts with students in equitable manner</li> <li>• ____Materials equitable acknowledging student diversity</li> <li>• ____Administrative procedures in place</li> <li>• ____Efficiently manages and maximizes time</li> <li>• ____Materials ready for instruction</li> <li>• ____Encourages self-discipline</li> </ul> | <ul style="list-style-type: none"> <li>• ____Fair application of rules</li> <li>• ____Implement procedures consistently</li> <li>• ____Secures student attention</li> <li>• ____Students engaged in lesson</li> <li>• ____Student exhibit appropriate behavior</li> <li>• ____Redirects off task, inappropriate or disruptive behavior</li> <li>• ____Reinforces desired behavior</li> </ul> |
|---|--|

Domain V: Professional Communication	Criteria	Level
<ol style="list-style-type: none"> <li>1. Written with students</li> <li>2. Verbal/non-verbal with students</li> <li>3. Reluctant students</li> <li>4. Written with parents, staff, community members, and other professionals</li> <li>5. Supportive, courteous</li> </ol>	<ul style="list-style-type: none"> <li>• The teacher uses appropriate and accurate written communication with students.</li> <li>• The teacher uses appropriate and accurate verbal and non-verbal communication with students.</li> <li>• The teacher encourages and supports students who are reluctant or having difficulty.</li> <li>• The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.</li> <li>• The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.</li> <li>• The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.</li> </ul>	<p>Level 1 : _____ less than half of the time (0-49%)</p> <p>Level 2: _____ some of the time (50-79%)</p> <p>Level 3: _____ most of the time (80-89%)</p> <p>Level 4: _____ almost all of the time (90-100%)</p>

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