

# Teacher Evaluation

## FRAMEWORK FOR TEACHING COMPONENTS OF PROFESSIONAL PRACTICE AND ALIGNMENT TO WASHINGTON STATE CRITERIA



(SC = State criterion)

<p><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content and pedagogy (SC4)</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content/related pedagogy</li> </ul> <p>1b. Demonstrating knowledge of students (SC3)</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> <p>1c. Setting instructional outcomes (SC4)</p> <ul style="list-style-type: none"> <li>• Value, sequence and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p>1d. Demonstrating knowledge of resources (SC4)</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul> <p>1e. Designing coherent instruction (SC4)</p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p>1f. Designing student assessments (SC6)</p> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessment</li> <li>• Use for planning</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect and rapport (SC5)</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interactions with one another</li> </ul> <p>2b. Establishing a culture for learning (SC1)</p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p>2c. Managing classroom procedures (SC5)</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p>2d. Managing student behavior (SC5)</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring student behavior</li> <li>• Responses to student misbehavior</li> </ul> <p>2e. Organizing physical space (SC5)</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul>
<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on teaching (SC2)</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p>4b. Maintaining accurate records (SC6)</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p>4c. Communicating with families (SC7)</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p>4d. Participating in a professional community (SC8)</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to school</li> <li>• Participation in school and district projects</li> </ul> <p>4e. Growing and developing professionally (SC8)</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to profession</li> </ul> <p>4f. Showing professionalism (SC8)</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision making</li> <li>• Compliance with school and district regulations</li> </ul>	<p><b>Domain 3: Instruction</b></p> <p>3a. Communicating with students (SC1)</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p>3b. Using questioning and discussion techniques (SC2)</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p>3c. Engaging students in learning (SC1)</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p>3d. Using assessment in instruction (SC6)</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p>3e. Demonstrating flexibility and responsiveness (SC3)</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>