

Domain 2: INSTRUCTION

2.1 Alignment

- Establishes standards-based objectives:
 - Stated Clearly
 - Measurable
 - Developmentally Appropriate
 - Focused toward mastery of relevant standards
- Uses a variety of aligned tasks
- Provides accommodations and modifications when appropriate to address specific learning needs

2.2 Mastery

- Establishes criteria for success that are:
 - Stated Clearly
 - Measurable
 - Developmentally Appropriate
 - Focused toward mastery of relevant standards
- Monitors progress towards mastery with multiple and varied CFUs at appropriate opportunities
- Provides systematic feedback that affirms, clarifies, and advances the lesson
- Reteaches and/or advances content to address level of mastery based on data obtained from checks for understanding

2.3 Delivery

- Supports objectives, prior learning, and all student populations based on their subject, grade, and level with appropriate instructional strategies
- Delivers content clearly, accurately, and coherently
- Incorporates appropriately varied digital and/or print and/or hands-on instructional resources
- Emphasizes the value and connection of content to overall learning and prior knowledge
- Combines differentiated and relevant instructional strategies and questioning techniques to maintain appropriate pace and engagement

2.4 Cognitive Demand

- Uses leveled and/or scaffolded questioning to challenge students
- Incorporates critical thinking and varied problem-solving strategies throughout the lesson
- Provides opportunities for students to engage in content and respond to/build on peer ideas
- Provides appropriately challenging and aligned tasks that increase cognitive demand and gradually move student toward autonomy

2.5 Practice/Application

- Organized with clear concise standards and expectations
- Developed to facilitate lesson progression
- Interesting and culturally appropriate
- Diverse and accessible to varying academic levels
- Reflective of individual and collaborative opportunities
- Designed with a wide range of resources including digital, print, and hands-on manipulatives

Notes

Domain 3: LEARNING ENVIRONMENT

3.1 Procedures and Systems

- Establishes an organized system of routines, procedures and transitions to maximize instructional time
- Use efficient techniques to start and end lessons
- Maintains resources to allow for continual learning opportunities and an appropriate pace
- Organizes materials and supplies (visual graphics, anchor charts, and/or technology) in a manner that facilitates readiness, progression, and enhancement of the lesson
- Aligns physical environment to lesson structure whereby supporting outcomes, delivery, and enhancement of peer interactions

3.2 Behavioral Expectations

- Communicates specific, concrete expectations and norms
- Promotes self-discipline and self-monitoring using verbal and non-verbal cues
- Responds appropriately to student behavior in a manner that results in positive behavioral change
- Utilizes varied strategies to focus student behavior without disruption to lesson momentum
- Recognizes and reinforces positive behaviors with praise and other incentives when appropriate
- Aligns behavioral consequences to student's social, emotional, and cognitive development

3.3. Climate and Culture

- Encourages student participation through active engagement
- Interacts equitably and respectfully with students
- Conveys high expectations for learning
- Creates opportunities to strengthen relationships
- Demonstrates positive and builds rapport
- Celebrates individual and group efforts and success

Illustration

Question Type Tally

BLOOM'S TAXONOMY			
Category	Stems		Tally
Knowledge	Who What When,	Define Recall List	
Comprehension	Restate Discuss	Describe Explain	
Application	Interpret Apply	Use Demonstrate	
Analysis	Compare Contrast	Examine Analyze	
Synthesis	Compose Construct	Design Predict	
Evaluation	Judge Appraise	Evaluate Assess	

Notes